

Correlation of Performance of Alternative Learning System (ALS) Completers, Life-long Learners and Senior High School (SHS) Graduates

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Abstract: This study aims to carry out the factors affecting students' academic performance of senior high school (SHS) graduates, Alternative Learning System (ALS) completers and life-long learners enrolled at a State University, Philippines during the academic year 2019-2020. 310 freshmen from the different academic programs were asked to self-evaluate their study habits, personal condition and attitudes towards school and make personal assessment on the impact of home environment, school environment and lecturer/instructor to their academic performance. Furthermore, their academic performance was measured based on their first semester GPA. Attitude is a significant factor for some students (but not all who are under study) that affects their performance; study habits and personal condition are not an important variable in this situation. However, students should be encouraged to develop effective study habits as some experts have discovered; neglecting to do so might lead to poor academic achievement. Furthermore, it appears that some factors, which are not limited by personal background, may influence habits, and as a result, negatively or favorably effect academic achievement. External factors such as family, school and instructors had no meaningful correlation with the respondents' academic achievement.

Keywords: Academic Performance, ALS Completers, Life-long Learners, SHS Graduates, Study Habits

Introduction

One of the indicators of a university's standards is the student's academic achievement. Hence, academic institutions are becoming more interested in studies on factors impacting students' academic success. Academic achievement can be counted as extremely essential in selecting who will become great leaders and manpower for the country's social and economic success. The knowledge and skills gained from the educational institute assists a person in identifying his role and responsibilities as a citizen. A lot of recent studies have been conducted to examine the factors that influence the performance of university students. A variety of factors influence student performance, including learning abilities, gender, race, and home environment (Hanson, 2000 cited by E. Shahzadi, Z. Ahmad, 2011).

E. A. Siah and J. K. Maiyo (2015) investigated the correlation of academic achievement, paving the way for the control and manipulation of related variables for better school results. Despite the fact that schools provide all students with the same classroom instructions, there is still a wide range of difference of academic attainment. Despite the fact that some cultural aspects are not bound by country

of origin, it appears that some cultural aspects may influence habits, and as a result, negatively or positively affect academic performance (E. A. Siahi, J. K. Maiyo, 2015). It becomes clear that there are universally beneficial study habits that can be taught, monitored, and tested throughout the study process (M. A. Cerna, K. Pavliushchenko, 2015). These researchers believed that education should be sustainable in terms of ensuring that students continue to perform well during their studies and in order to do that they must have to change attitude. Thus, educators and counselors have roles to treat habits first among students in order to achieve the goal.

Students' study methods have an impact on their learning and academic performance, and the process has an impact on the development of cognitive and practical skills, as well as their future career prospects. Similarly, determining students' study habits and its relationship to their academic performance can help them improve their academic performance, strengthen their study habits, and modify them (H. Rezaie Looyeh, S. F. Seyed Fazelpour, et.al., 2017). Furthermore, because of the relationship that exists between study habits and academic performance, education administrators and planners can improve students' study habits by including appropriate educational content, particularly their note-taking and note-reading skills, and thus improve their academic performance. On the contrary, A. S. Lawrence (2014) found no correlation between study habits and academic achievement among students in higher secondary schools.

Nevertheless, teachers' age, gender, professional qualifications and teaching experience were not significantly related to academic achievement. Teachers' job group had significant and positive relationship with students' academic achievement in secondary schools. Teaching skills of the teacher educator can also affect students' rate of achievement. As an understanding, friendly environment between a teacher and student compels the learner to put more effort for his own pleasure rather than a strict disciplined one (G. N. Kimani, A. M. Kara, L. W. Njagi, 2013).

A school, as a learning institution and as a second home for learners, must have provided excellent learning experiences for students. teachers' motivation towards improving students' educational achievement are crucial for student development (Brookover, Lezotte, 1979) cited by A. Nasreen and A. Naz (2013). A. Nasreen and A. Naz (2013) added by citing Papanastasiou (2002) that teaching directly affects attitudes toward a particular school subject and achievement is directly related to attitude. Schneider (2002) mentioned that conducive environment and other facilities provided by the institute affect the student learning positively along with physical facilities; guidance services provided by the institute play a significant role in achievement. A. Nasreen and A. Naz (2013) concluded that a good teaching environment and a healthy relation with the teacher, increases the capability of student. Therefore, teaching style would be modern and versatile to make children work to their best of capabilities. The way the teacher deals with a student develops the interest in a specific subject and this interest directly affects grades.

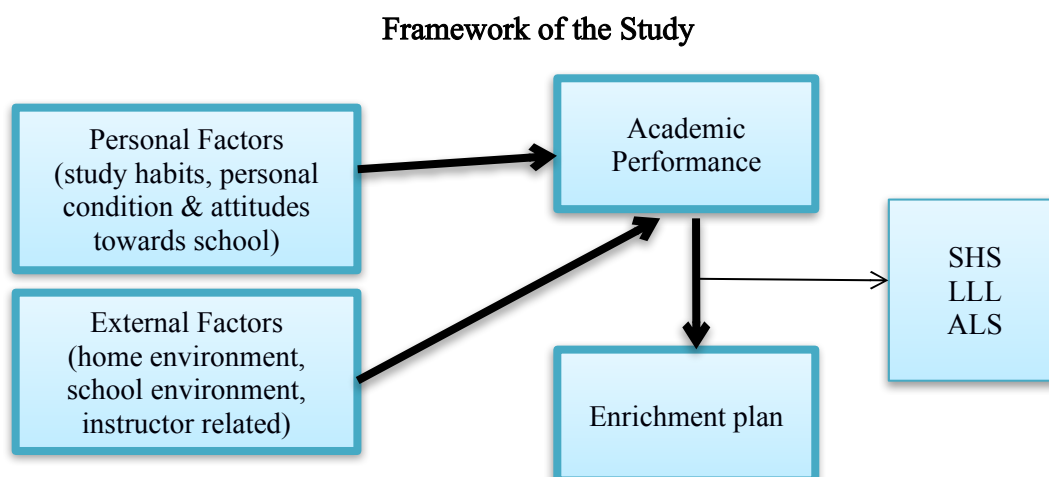
According to study, non-intellectual variables such as demographics, personality, and behavior as predictors of academic success for students explained between 16% and 23% of the variance in academic success of students. While student motivation was a significant predictor of academic success, behavioral variables such as time spent at work or studying did not have the expected associations with academic success (S. A. Nonis, M. Philhours, A. Syamil, G. I. Hudson (2005). On the

study of E. Shahzadi and Z. Ahmad (2011), academic performance is influenced by learning abilities, and learning abilities are influenced by the home environment. Academic performance is also influenced by academic interaction, which is influenced by study habits and home environment. It means that any student's academic performance can be predicted based on their home environment and learning abilities, as well as their academic interaction, study habits, and home environment. Examining the three possible paths for estimating academic performance, the strongest path is the home environment, which influences learning skills, which in turn influences academic performance.

In the Philippines, the educational system is becoming more robust and comprehensive. The government's 'Education For All' program is a noble effort to improve the Filipino people's literacy rates. The Alternative Learning System (ALS) provided a platform for young Filipino children to be exposed to formal education. Completers and qualifiers of the ALS program are now accepted into colleges and universities, and longtime high school graduates (life-long learners) are offered opportunities to continue their education. The free higher education policy, on the other hand, opens the door to life-long learners and other students who want to pursue higher education training and instruction. Thus, their academic achievement as indicators of their acquired learning will be the common denominator of these variables.

In its context, the respondents' attitudes, study habits, and learning styles all have an impact on their performance (R. Capuno, R. Necesario, J. O. Etcuban, et al., 2019; J. B. Tan, 2014; G. C. Magulod Jr., 2019). Furthermore, these mindsets and study habits need to be improved to enhance the students' performance. The academics are very much concern on the quality of graduates being produced and the impact on the educational models created and implemented. Studies on academic achievement and its factors are deemed significant for the academe to be able to shape policies on program admission and retention. The information derived from this study is helpful in assessing the students' qualification upon admission to a specific program in a college/university. Thus, this study investigated the performances in the course and the factors influencing it.

Figure 1: Conceptual Framework on Factors Affecting Academic Performance



Research Objectives

Generally, the study aimed to assess the factors that contribute the academic performances of ALS completers, life-long learners and the senior high school graduates.

1. Assess the academic performance of the college students.
2. Determine the student, home, school, and instructor factors that influence college students' academic performance.
3. Examine the relationship between college students' academic performance and the factors that influence it.

Methodology

This study used a descriptive correlational design to determine the relationship of personal factors i.e. study habits, personal condition, attitudes, and other external factors i.e. home, school and instructor to the academic performance of the respondents. All first-year students of Surigao del Sur State University Cantilan campus, academic year 2019-2020 comprise the population of the study. For the purpose of the study, an adapted research questionnaire was used to collect the data which was consisted of 42 statements on four-point Likert type scale. The questionnaire was based on six categories (factors) i.e. study habits, personal condition, attitude towards school, home environment, school environment and instructor related. Weighted mean and Pearson product moment correlation were used in response to the objectives of the study.

Data Findings and Analysis

Table 1: Students' Academic Performance

Respondents	Mean GPA	Description
SHS	2.23	Good
ALS	1.98	Satisfactory
LLL	2.00	Satisfactory

SHS graduates have a good performance with a mean average grade of 2.23 and ALS completers and life-long learners have both satisfactory performance with a mean average grade of 1,98 and 2.0 respectively. Improving the academic performance of the respondents especially those students who are on the threshold line must be taken into account because if there's no action to be taken, they could fail in the succeeding quarters. Thus, it is essential to minimize the activities or factors that would distract their focus on their studies and enhance those that will help improve their performance (R. Capuno, R. Necesario, J. O. Etcuban, et.al., 2019).

Table 2: Students' Personal Factors

Respondents	Study Habits		Personal Condition		Attitudes Towards school	
	WM	Description	WM	Description	WM	Description
SHS	2.7	Fair	2.8	Fair	3.2	Fair
ALS	2.8	Fair	2.9	Fair	3.1	Fair
LLL	3.1	Fair	2.1	Good	3.4	Poor

This shows the overall weighted mean of 2.7 for SHS graduates; 2.8 for ALS completers and 3.1 for life-long learners respectively. This means that the respondents have description of 'fair' study habits. The data suggest that the study habits of the respondents need to be improved. According to E. A. Siah and J. K. Maiyo (2015), study habits need a significant attention if we are to improve performance. Assessing the personal condition of the respondents in terms of getting into class, this table exhibits that the weighted mean for SHS graduates is 2.8, for ALS completers is 2.9 and for the life-long learners is 2.1. This indicates that both SHS graduates and ALS completers have 'fair' condition as far as the indicators are concerned when inside the classroom while the life-long learners have 'good' condition. This implies that the life-long learners have positive personal outlook inside the classroom than the others.

Moreover, the overall weighted mean of 3.2 and 3.1 for SHS graduates and ALS completers means that the respondents rated 'fair' with regards to their attitudes towards school based on the indicators. While the life-long learners having a weighted mean of 3.4 rated 'poor' on the indicators regarding their attitude toward school. This means that life-long learners have negative attitudes about learning at school than the other two groups. It is essential to enhance their condition while in class so that their attitudes towards school also be improved. Overlooking the level of the attitudes of the students in learning or in going to school could have adverse effects on their performance. Unlike the study of Keys and Fernandes (1994), majority of the students in both age groups (about 90 percent) expressed very positive attitudes towards the value of school and learning.

Other External Factors Affecting the Performance of the Respondents

Table 3: External Factors

Respondents	Home Environment		School Environment		Instructor	
	WM	Description	WM	Description	WM	Description
SHS	2.6	Low Effect	2.9	Moderate Effect	2.9	Moderate Effect
ALS	2.4	Moderate Effect	2.9	Moderate Effect	2.8	Moderate Effect
LLL	2.6	Low Effect	3.0	Moderate Effect	3.0	Moderate Effect

It is reflected that SHS graduates and life-long learners have the same weighted mean of 2.6 and ALS completers have 2.4 weighted mean. This implies that home environment has low effect to SHS graduates and life-long learners and has moderate effect to ALS completers. This is similar to the study of S. B. Alos, L. C. Caranto and J. J. T. David (2015). A school, as a learning institution and as a second home for learners, must have provided excellent learning experiences for students. In this case, school environment has moderate effect to the respondents with an average weighted mean of 2.9 for both SHS graduates and ALS completers and 3.0 for life-long learners correspondingly contrary to the findings of to A. S. Lawrence and A. Vimala (2012). However, school environment and peer influence made significant contribution to the students' academic performance (D. K. Korir, and F. Kipkemboi, 2014). Additionally, the instructor has a moderate effect as a factor to the performance of all the three (3) groups of respondents with a weighted mean of 2.9, 2.8 and 3.0 respectively contrasting O. T. Olufemi, A. A. Adediran and W. O. Oyediran (2018); A. Nasreen and A. Naz (2013), student's factors,

parental background, school factors, and teachers' factors as serious influence on students' academic performance.

Table 4: Relationship between Academic Performance and Personal Factors

Respondents	r-value	p-value	Interpretation
Study Habits			
SHS Graduates	-0.104	0.125	Not significant
ALS Completers	0.182	0.328	Not significant
Life-long Learners	0.097	0.465	Not significant
Personal Condition			
SHS Graduates	-0.047	0.486	Not significant
ALS Completers	-0.077	0.680	Not significant
Life-long Learners	-0.064	0.630	Not significant
Attitude towards School			
SHS Graduates	0.099	0.142	Not significant
ALS Completers	0.177	0.341	Not significant
Life-long Learners	0.260	0.046	Significant

Based on the data, the study habits of the three groups of respondents are both not significant to their academic performance as indicated contradicting the findings of H. Rezaie Looyeh, S. F. Seyed Fazelpour, et.al., (2017); E. A. Siah and J. K. Maiyo (2015). On the other hand, the personal condition of both groups has no significant relationship with their academic performance. This implies that the learning of the students does not depend on their personal condition while they are in the classroom. Likewise, the performance of SHS graduates and ALS completers is not affected by their attitudes towards school, while the life-long learners' attitude towards school has a positive correlation with their performance. Academic performance depends on learning skills and learning skills depends on home environment. Also academic performance depends on academic interaction and academic interaction depends on study habits and home environment (E. Shahzadi and Z. Ahmad, 2011).

Table 5: Relationship between Academic Performance and Other External Related Factors

Respondents	r-value	p-value	Interpretation
Home Environment			
SHS Graduates	-0.092	0.176	Not significant
ALS Completers	0.087	0.641	Not significant
Life-long Learners	-0.042	0.751	Not significant
School Environment			
SHS Graduates	-0.109	0.106	Not significant
ALS Completers	-0.076	0.684	Not significant
Life-long Learners	-0.243	0.063	Not significant

Lecturer/Instructor			
SHS Graduates	0.076	0.259	Not significant
ALS Completers	-0.140	0.452	Not significant
Life-long Learners	0.012	0.927	Not significant

On the basis of the test of the relationship between the respondents' academic performance and other external factors, it is clear that none of these external factors, such as home environment, school environment, or instructor, have an impact on the academic performance of both groups of students. The result of the present study contradicts the findings of E. Shahzadi and Z. Ahmad (2011); O. T. Olufemi, A. A. Adediran and W. O. Oyediran (2018).

Discussion

Findings reveal that SHS graduates have good academic performance while ALS and life-long learners have both satisfactory academic performances. Study habits of three groups are both rated 'fair'. The data suggests that the students' study habits need to be improved because this may be one of the reasons for their low performance. Both SHS graduates and ALS completers have 'fair' condition as far as the indicators are concerned while the life-long learners have 'good' condition when inside the classroom. This infers that the life-long learners have positive personal outlook inside the classroom than the SHS graduates and ALS completers. With regards to the attitudes towards school, SHS graduates and ALS completers rated 'fair' of their attitudes towards schooling, while life-long learners indicated a poor rating on their attitudes towards school based on the indicators. This means that the life-long learners show a very negative attitude towards learning at school than the two other groups.

The home environment has low effect to SHS graduates and life-long learners and has moderate effect to ALS completers. School environment has moderate effect to the respondents. Instructor, on the other hand, has a moderated effect on both three (3) groups of respondents' performance. The study habits of both three groups of respondents are not significantly related to their academic performance. Likewise, the personal condition of both groups has no significant relationship with their academic performance. This implies that the learning of the students does not depend on their personal condition while they are in the classroom. Similarly, the attitudes towards school of the SHS graduates and ALS completers do not affect their performance while the life-long learners' performance has a positive correlation with their attitude towards learning. The external factors such as home environment, school environment and instructor related do not affect the academic performance of both groups of students.

Conclusion and Recommendations

After analyzing the data gathered, the study concluded that the attitudes are significant factors to some students (but not to all who are under study) that can affect to their performance but study habits and personal condition in this case do not significantly correlate with the academic performance of the respondents. However, M. A. Cerna and K. Pavliushchenko (2015) advised to have a good study habit because if neglected this can be a cause of a poor academic performance. However not bounded by personal background, it seems that some aspects may affect determine habits and hence negatively or positively affect academic performance. The external factors such as home, school and instructors do not significantly correlate with the academic performances of the respondents under study. In order for

the students to continue to perform well during their study period and even after they step out from the school, a positive attitude matters the most. Hence, educators are encouraged to treat habits of the students first. Other factors that positively or negatively affect the student's performance may be given considerations.

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