



INSTRUCTIONAL SUPERVISION IN ALTERNATIVE LEARNING SYSTEM

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ABSTRACT

This study focuses on the importance of effective instructional supervision in the Alternative Learning System (ALS) program, which provides educational opportunities for individuals who are unable to attend traditional schools. Using a descriptive method, the study identifies the characteristics of instructional supervision, assesses its extent, determines the differences in perceptions of instructional supervisors and ALS implementers, and develops strategies to enhance instructional supervision in the Fourth Congressional District of Quezon. There are three general objectives, to wit: to gather support from the district instruction on the implemented ALS programs and projects, to conduct and improve programs and projects of ALS, and to strengthen the programs and projects of the Alternative Learning System. In line with this, the researcher made some modifications to make it parallel to the circumstances of the Alternative Learning System. This undertaking gathered data from the thirteen (13) instructional supervisors, thirteen (13) principal consultants, twelve (12) district ALS coordinators, and twelve (12) mobile teachers in the Fourth Congressional District of Quezon. The results show the characteristics of effective supervision, the significant difference in perceptions of supervisors and implementers, and the development of programs to enhance ALS activities. The study recommends showing good supervision characteristics, providing assistance in accumulating funds, and undergoing proposed programs. Future research is recommended to assess passing rates and consolidate implemented programs and activities of each district under the Division of Quezon.

Keywords: Instructional Supervision, Alternative Learning System (ALS), Fourth Congressional District of Quezon, teaching and learning process, field implementers instructional supervisors, programs and projects