

Untold Stories of Teachers and Graduates of Alternative Learning Systems

Dhean Jencel Pimienta-Mendoza

University of Northern Philippines, Vigan City, Ilocos Sur, Philippines

Author Email: jencelpimienta@gmail.com

Date received: April 7, 2024

Date revised: May 15, 2024

Date accepted: May 22, 2024

Originality: 96%

Grammarly Score: 95%

Similarity: 4%

Recommended citation:

Pimienta-Mendoza, D.J. (2024). Untold stories of teachers and graduates of alternative learning systems. *Journal of Interdisciplinary Perspectives*, 2(7), 334-348. <https://doi.org/10.69569/jip.2024.0116>

Abstract. The study aimed to determine the experiential accounts of Alternative Learning System teachers and graduates and the relationship between their experiences in the 1st District of Ilocos Sur. It utilized the transcendental phenomenological research applying the focus group discussion and a reviewed semi structured open-ended question. Participants' responses were recorded and transcribed verbatim, listed, categorized, coded, and thematized using the Moustakas framework. Teachers and graduates of Alternative Learning System share a unique relationship characterized by equal efforts to achieve a common goal and built on mutual respect, trust, and understanding. In conclusion, the relationship between teachers and graduates is crucial to the program's success. The equal efforts of both parties have resulted in the empowerment of individuals who have not been able to complete their basic education through traditional means. It is important to recognize the role of teachers in the lives of graduates and provide them with the necessary support and resources to continue their work. In this way, Alternative Learning System programs can continue to make a positive impact on the lives of those seeking to improve their lives through education.

Keywords: Alternative learning system; Teachers; Educational challenges; Flexible learning; Educational equity.

1.0 Introduction

Everyone in the country is entitled to free basic education. However, many Filipinos do not have the opportunity to enroll and complete formal basic education. Some quit going to school for various internal and external causes, while others live in areas without any schools.

On the other hand, the Government's efforts to fight education attrition through strengthening students' programs and utilizing an alternative to encourage continuing education thus, promulgated Republic Act 9155 in 2001 or the Governance Act of Basic Education, which offers provisions for Alternative Learning System (ALS) to cope with illiteracy and promote sustainable education. The Alternative Learning System (ALS) is a parallel learning system in the Philippines that provides a practical option to the existing formal education. It aims to cater to learners who cannot access or afford formal schooling due to various reasons such as poverty, geographical isolation, or personal circumstances (Department of Education, 2016). It is specifically beneficial to those who work long hours. Those behind bars, on the other hand, are still allowed to be educated through this system of education. It is conceived as a timely educational intervention program in this context. D.O. No.12, s. 2019 aims to promote and support the program management activities and capacity-building programs for ALS implementers, especially for the roll out of the ALS K to 12 Basic Education Curriculum. It shall provide the Program Support Funds' release, utilization, and liquidation rules to the ALS program.

The study of Guerrero (2017), explores the history of ALS, emphasizing how it progressed from a simple literacy program to a full-fledged alternative learning system. Key accomplishments, modifications to policy, and difficulties encountered by the program over time are covered in the research. Meanwhile, Alonzo (2018) looks at the DepEd memos and guidelines that are important to the governance of ALS. The study analyzes and assesses the efficacy of the goals, plans, and procedures for implementation provided in official documents. Ibrahim (2019) contrasts the various ALS instructional strategies, including project-based learning, peer teaching, and experiential learning. The study assesses how well these strategies work to improve learning outcomes and encourage active involvement.

Additionally, Reyes (2021) confers the value of community involvement in ALS. It emphasizes the contribution that parents, community organizations, and local leaders have made to the program's improvement. The study highlights the necessity of teamwork in order to improve ALS's responsiveness to regional demands. Cruz (2020) offers a thorough examination of ALS students, concentrating on their personal histories, reasons for enlisting, and difficulties they encounter. The study provides insights into the many demands and goals that individuals with ALS have. Garcia (2020) looks at the difficulties instructors and students in ALS encounter as well as areas that could use innovation and development. The study sheds light on the viewpoints and experiences of important players in the alternative education space while non-traditional educational approaches in several nations, deriving insights that are relevant to the Philippine setting. The study Roberts (2019) focuses on creative approaches, effective models, and difficulties encountered by alternative education initiatives globally.

Furthermore, Santos (2018) discusses that Alternative Learning Systems (ALS) teachers are vital in providing education and skills training to out-of-youth and adult learners who have not completed their basic education through the traditional school system. These teachers are trained to provide individualized instruction, mentoring, and support to learners from various backgrounds and learning needs. It also facilitates the development of the life skills and values that learners need to succeed in their personal and professional lives. ALS graduates, on the other hand, have the knowledge, skills, and abilities that they want to pursue to advance their education, obtain better employment opportunities, and participate actively in their communities. ALS graduates are provided with essential life competencies to meet the challenges and opportunities of the 21st century, including critical thinking, problem-solving, communication, and self-management (Rivera, 2019).

Based on the reviewed literature, the researcher found that problems, questions, and gaps still need to be addressed. Experts argue that most of the results of previous research focused on general and quantitative concerns but did not consider teachers' and learners' experience and psychological makeup (Arzadon & Nato, 2015; Atillano, et al., 2016; Mamba, 2021). Prior studies on the Alternative Learning System (ALS) have mostly concentrated on broad, quantitative issues including learner outcomes, program efficacy, and policy ramifications. The human narratives, psychological profiles, and lived experiences of ALS teachers and alumni are not sufficiently explored. Gaining an awareness of their viewpoints can enhance our comprehension of the program's influence on people's lives and offer important insights into the program's impact on individuals' lives.

The financial benefits and professional difficulties that ALS teachers face have been the subject of some research (Aque & Benavides 2020), but little is known about the broader experiences of teachers, including the opportunities and advantages that come with their position, their coping strategies, and their general well-being. By looking into these areas, we can find solutions to help ALS teachers become more effective and beneficial to the students they teach.

Given these gaps in the literature, there is a compelling need for research that delves deeper into the experiential accounts of ALS teachers and graduates. Understanding their lived experiences, challenges, coping mechanisms, and the overall impact of ALS on their lives can provide a more holistic and nuanced perspective on the program's effectiveness and areas for improvement.

As a result, the researcher was motivated to conduct this study to identify the experiential accounts of Alternative Learning System teachers and graduates and the relationship between their experiences in the 1st District of Ilocos Sur for the School Year 2022-2023. The questions as a guide of the study are a) what is it like to be an ALS teacher

and graduate? b) what the benefits and opportunities are, challenges and coping mechanisms of being an ALS teacher and graduate; and c) how it like is to be an ALS teacher and graduate.

2.0 Methodology

2.1 Research Design

The study employed the transcendental phenomenological approach in a qualitative type of research. As Moustakas (1994) pointed out, the research procedure begins with identifying the phenomenon of interest. After collecting data through phenomenological interviews with collaborators who experienced the phenomenon, the data were analyzed according to Moustakas' phenomenological data analysis procedure.

Outputs in the focus group discussion were listed, categorized, and thematized. The thematic analysis method is the best technique of evaluation for searching to apprehend experiences, thoughts, or behaviors throughout the records set. Themes are actively built patterns (or meanings) derived from records set that solve a study's question instead of mere summaries or categorizations of codes. Themes may be generated inductively or deductively (Kiger, 2020)

2.2 Research Participants

The participants of the study were chosen with the following inclusion criteria: For the ALS teachers, they: 1) have been teaching in ALS at least three years before the conduct of the study, 2) holders of TIII plantilla position, and 3) have earned 36 MA units. For the graduates, they: 1) must be 20-30 years of age, 2) were enrollees of School Year 2019-2020 to school year 2021-2022, and 3) are Accreditation and Equivalency passers.

To guarantee that participants have an adequate awareness of the ALS context, problems, and dynamics, teachers with a minimum of three years of experience teaching ALS are included. The purpose of this criterion is to get opinions from educators who have had more in-depth interaction with the ALS program and its partners. Within the educational system, teachers with a TIII plantilla post are frequently seen as possessing a higher degree of authority, knowledge, and leadership. Teachers at this level can offer viewpoints from other educators who might have a greater influence on ALS procedures, policies, and results. Participants are guaranteed to have advanced academic training and knowledge in education or a related discipline if they hold at least 36 MA units. In order to enhance the study's findings, this criterion seeks to incorporate educators who might possess a deeper theoretical understanding, instructional expertise, or research literacy. Although those who do not meet the requirements for earning MA units are not allowed to apply, this does not mean that they are unable to train ALS students effectively or with high quality. Ensuring a specified degree of academic qualification and expertise among participants is the main goal of MA units. But it's important to recognize that good teaching has many facets and can be proven by a range of credentials, experiences, and abilities.

By limiting the age range to those between the ages of 20 and 30, we hope to gather perspectives from ALS graduates who are still relatively young and just beginning their adult life, careers, and postsecondary education. This criterion enables the study to investigate the short- and long-term effects of ALS on the lives of graduates. The age range restriction to 20-30 years old is intended to gather perspectives from comparatively young ALS graduates who are just beginning their adult life, careers, and postsecondary education. This criterion makes it possible for the study to investigate how ALS affects graduates' lives in the short and long run. It is ensured that participants have successfully satisfied the minimum competency levels specified for ALS graduates by requiring them to have passed the Accreditation and Equivalency (A&E) test. This criterion seeks to incorporate graduates who have attained an acknowledged degree of academic qualification and proficiency.

Lastly, the specified inclusion and exclusion criteria for ALS teachers and graduates are designed to ensure the study's focus, relevance, and quality. While the criteria aim to capture insights from educators with specific qualifications and experiences, it's essential to acknowledge that effective teaching and learning can be demonstrated through various pathways and qualifications. The criteria should be viewed as a means to achieve a specific research focus rather than a judgment on the capabilities or contributions of educators or graduates who do not meet these criteria. Future research could consider exploring the experiences and perspectives of a broader

range of ALS stakeholders to provide a more comprehensive understanding of the program's impact and effectiveness.

2.3 Research Instrument

This study used reviewed interview guide questions. The interview guide's content validity was thoroughly examined as part of the validation process, experts in the fields of education research, qualitative research methods, and particularly the Alternative Learning System (ALS). They are academic scholars, seasoned researchers and experts with a thorough understanding of adult education, teaching, and ALS and was recommended by the research panelists. It involved pilot testing and iterative adjustments in response to feedback. To guarantee a thorough and exacting validation procedure, the validators were selected on the basis of their impartiality, objectivity, and pertinent experience. By going through this validation procedure, the researcher assured that the interview guide is legitimate, dependable, and efficiently gathers the data needed to meet the goals of the study.

2.4 Data Gathering Procedure

This study used specific steps to gather the needed data. The researcher identified the participants in accordance with the set inclusion and exclusion criteria. After the approval of the questions, the researchers then scheduled the administration of the Hybrid FGD since participants came from different municipalities. The researcher utilized transcendental phenomenology through focus group discussion with semi structured interview guide questions that were coded, categorized, and thematized using Moustakas Framework.

2.5 Ethical Considerations

This research study followed ethical guidelines. There were no conflicts of interest in the conduct of the study because the researcher was just interested in the answers of the participants for research purposes. It maintained the privacy and confidentiality of the participants. The researcher provided the participants with proper orientation for the purpose of the study. The benefits that they got from the research were explained to them. Participation was voluntary, and they could withdraw whenever they decided not to participate in the study. All the participants of this study were part of the “vulnerable groups”. The researcher ensured that respect of dignity, autonomy, and the involuntariness of the participants were not compromised during the conduct of the research. The participants may have slight perceptive distress in remembering their experiences. The questionnaire was brief, clear, and direct to the point to address this concern. The participants were given enough time and a preferred place/setting. The participants benefitted from the study because the results will be used to develop suitable programs. There was no compensation to be given to the participants for participating in the interview.

The relationship between the experiences of ALS professors and graduates is investigated in this qualitative study using thematic analysis, comparative analysis, and investigation of related experiences. The study intended to identify the common obstacles, influences, interactions, and dynamics that form the experiences of both groups within the setting of ALS by examining the narratives, themes, and views that they have in common. This thorough investigation highlighted the interrelated roles, experiences, and effects of ALS teachers and graduates within the alternative education system, offering a deep, contextualized understanding of their interaction.

3.0 Results and Discussion

3.1 Benefits and Opportunities of Alternative Learning Teachers and Graduates

Alternative Learning System (ALS) offers various benefits and opportunities for both its teachers and graduates. For ALS teachers, it provides an opportunity to make a difference in the lives of out-of-school youths and adults by helping them obtain basic education and improve their chances of gaining employment or pursuing higher education. Being ALS teachers also allow for flexibility in schedule and location, as classes can be conducted outside of traditional school settings. On the other hand, ALS graduates' benefit from gaining basic education which they could not obtain through the formal school system. This enables them to acquire new skills, enhance their employability, and pursue further studies. ALS also allows them to be active members of their communities contributing to the development of society.

Generally, ALS offers both teachers and graduates a chance to improve their lives and positively impact society. From ALS teachers there were three themes emerged: (1) financial rewards, (2) a sense of fulfillment, (3) empowering out-of-school youths and out-of-school adults.

ALS Teachers

Financial Rewards. This can give them additional financial support and recognition for their work delivering education to marginalized learners. This benefit was also shared with most of their learners. Most ALS teachers noticed that students were missing classes due to various reasons such as lack of interest, financial constraints, and family responsibilities. They realized the need to find a way to motivate them by attending classes regularly. While thinking about possible solutions, they came up with the idea of providing free snacks for their students. They believed that by offering snacks, they could create a positive environment in the classroom and encourage their students to attend classes regularly.

ALS teachers have a sense of security because aside from their basic salary and bonuses provided by the government, they are entitled to a special hardship allowance. This is evident in D.O No.39 s. 2021, the Guidelines on the Provision of Special Hardship Allowance for Public School Teachers. The Department of Education (DepEd) recognizes that to make education more accessible, recruiting, retaining, and encouraging personnel to work in hard-to-reach, far-flung stations and those with more challenging working conditions is necessary. The incentive grant pays to such teachers, particularly a Special Hardship Allowance (SHA).

According to Aquino (2021), compensation and incentives, such as salary and benefits, are significant factors that affect performance. The study suggests the need for policy interventions to improve the compensation and incentives for ALS teachers and provide professional development opportunities to enhance their skills and knowledge. In addition, ALS teachers receive financial benefits such as hardship allowances, which compensate them for the challenging work environments and geographical barriers they face.

The information gathered from the participants may imply that the benefits they can get from being ALS teachers are more on psychological and professional development. This further means that they are not pressured in their work since the schedule of the learners is not fixed, considering that some have jobs. These learners have the option to take the modular platform of instruction or face-to-face modality. With this teaching and learning arrangement, the teachers have the opportunity for their professional development. The findings of the study contradict the experiences of Dizon (2020) that challenges faced by ALS teachers include heavy workloads, limited resources, and the need for more professional development opportunities. Likewise, Potenciano (2019) pointed out solutions for better time management, including more comprehensive and meaningful teacher training, more central coordination of efforts and materials, more efficient resource allocation and utilization, and more responsive administrative support structures.

Sense of Fulfillment. It is exciting to note that ALS teachers are proud to be part of a profession that helps transform the lives of learners and contribute to the development of the community. ALS teachers experience a sense of fulfillment when witnessing the success of their learners. This can involve seeing learners who were previously out of school or struggling academically to be able to complete their education and pursue their goals.

ALS teachers expressed a sense of attainment when their students experienced a sense of gratification when they felt they made a difference in the lives of their students in terms of academic success, employability, and self-improvement. In the overall, these teachers described their sense of reward and fulfillment in teaching ALS students as a form of personal satisfaction and professional realization.

Tabadero (2019) proposed that the job satisfaction of ALS teachers is associated with their sense of purpose and fulfillment in serving marginalized communities, as well as their sense of autonomy and professional growth opportunities. The study recommended continued support and recognition for ALS teachers to enhance their well-being and effectiveness. Furthermore, their sense of purpose and fulfillment influences their (ALS teachers) motivation in serving marginalized communities and their perceived autonomy and professional growth opportunities.

Empowering Out-of-School Youths and Out-of-School Adults. ALS seeks to nurture greater understanding and empathy towards an often overlooked and underserved population. Out-of-school youths and adults are individuals who lack access to formal schooling. Learning the experiences and stories of out-of-school youths and adults can be gained for the diversity of pathways and experiences that people take in their academic journey and the complex decision-making involved. This helps to shape a more holistic understanding of educational access and how that affects life choices, opportunities, and outcomes.

From the narrative of the participants, it concurs that learning from the experiences and stories of out-of-school youths and adults may help reduce the stigma and allow them for a greater connection and understanding between and among students, regardless of their educational background. It permits a greater capacity to identify and understand the risk factors of leaving school early, a chance for greater opportunities for success and pathways for those already out of school. Through this, creating a more supportive community with resources and systems is designed to empower them. ALS teachers have the chance to significantly impact their lives and provide them with the opportunity to finish their education.

To appreciate more the role of the ALS teachers, Martinez & Diaz (2019) discussed the role of ALS in facilitating the reintegration of out-of-school youths and adults into education. It examines how ALS programs provide a second chance for individuals to complete their education and acquire essential skills for personal and professional development. Therefore, ALS teachers are vital in empowering OSY and OSA by providing them with the necessary knowledge and skills to pursue their goals, enhance their employability, and contribute to their communities.

ALS Graduates

There are three themes that emerged, namely, (1) community involvement, (2) lifelong learning, and (3) second chance and redemption.

Community Involvement. ALS advocacy through community involvement encourages the participation of various stakeholders in promoting and supporting the program. It highlights the importance of community engagement in increasing awareness, generating support, and ensuring the sustainability of the ALS program. Through this, the program can reach more out-of-school youths and adults, provide relevant learning opportunities, and contribute to the development of the community. The cited premises were proven through the responses of the seven (7) ALS graduates.

Community involvement is necessary for implementing the program to reach and help more out-of-school children, youths, and adults eradicate illiteracy as one of the government's goals. The findings of the study of Nguyen & Tran (2018), who explored the role of community participation in the delivery of the Alternative Learning System (ALS) in the Philippines, emphasized the importance of community involvement in promoting ALS and ensuring the sustainability of the program. The study found that community participation can facilitate the recruitment of ALS learners, the establishment of learning centers, and the provision of learning resources. Moreover, community participation promotes the development of relevant and context-specific ALS programs that cater to the needs of learners. The study also recommended the continuous engagement of communities in the implementation of ALS and the development of mechanisms that encourage community participation.

Lifelong Learning. ALS provides opportunities for individuals to continue their education despite their age, including those who are working, nursing a child, or juggling other responsibilities, as testified by the participants. It may be concluded that lifelong learning and ageless education allow learners to develop and hone a variety of skills. This can be particularly helpful for non-traditional learners, such as adults re-entering education, who may be more interested in pursuing specialized areas of study and less worried about gaining general knowledge. They can benefit from focusing on specific skill sets and knowledge related to their goal. Additionally, lifelong learning and ageless education allow learners to pursue their interests without any time constraints or deadlines, allowing for more creative thinking.

Perez & Lopez (2017) explored the possibilities and difficulties of encouraging lifelong learning and ageless education in Alternative Learning Systems (ALS) programs. It looks at a number of variables that affect older individuals' involvement in ALS programs and offers suggestions for raising that involvement. Furthermore, the authors recommend that educational institutions and stakeholders embrace learners' diversity. Moreover, it acknowledged the different needs and learning preferences of the learners.

Second Chance and Redemption. Alternative learning system graduates highlight the importance of providing a second chance to out-of-school youths and adults who could not complete their basic education through traditional means. The program serves as a platform for these learners to redeem themselves and have a chance to improve their lives through education. The program offers a flexible and individualized approach that considers the unique circumstances of each learner, providing them with opportunities to complete their basic education and acquire essential life skills.

This chance for redemption by empowering learners to take control of their education and make significant changes in their lives. It allows them to overcome past failures, and challenges and regain confidence, and self-worth. Moreover, it offers a second chance for them to pursue their dreams and aspirations and make a meaningful contribution to their families, community, and society.

Through ALS, learners are given a chance to redeem themselves and prove that they can achieve their goals, despite their previous setbacks. This opportunity for redemption significantly impacts their lives, allowing them to develop a positive outlook and renewed hope for the future. It will be the proof of resiliency and determination of the human spirit in overcoming adversity and making the most of the opportunities presented to them. Smith & Johnson (2017) examined the effectiveness of ALS programs in enhancing educational attainment among youth offenders. It explores the impact of ALS interventions on academic achievement, skill development, and recidivism rates among incarcerated youth. The findings suggested that ALS gave them a second chance to continue their education, which they could not do before for various reasons, including poverty, lack of interest, and criminal activities.

ALS helped them realize the importance of education and provided them with a pathway toward a better future. Aside from that, studies about the role of ALS as a platform for second chance education in the Philippines revealed how ALS programs enable students to overcome obstacles and fulfill their academic objectives (Hernandez & Cruz., 2018).

The findings suggested that ALS gave them a second chance to redeem themselves from their mistakes and failures. It also helped them realize their full potential and gave them hope for a brighter future.

Challenges of ALS Teachers

ALS teachers face various challenges in the implementation of the program. The themes that emerged include the physical and emotional demands, challenging work environment, geographical barriers, lack of borrowed community learning center and lack of support from the government. In addition, ALS teachers face the challenge of recruiting and convincing out-of-school youths and adults to enroll in the program and adapting to each learner's individual needs and circumstances. Despite these challenges, ALS teachers continue to persevere and adapt to ensure that ALS learners are allowed to receive an education and improve their lives.

ALS teachers faced several challenges, and six themes emerged: (1) geographical barriers, (2) challenging work environment, (3) barriers to recruitment, (4) fluctuating learner engagement, (5) lack or borrowed community learning center, and (6) lack of support from local government.

Geographical Barriers. In the Alternative Learning System, teachers often face the challenge of shifting between different locations to reach out to learners who are situated in remote and underserved areas. In this context, understanding the lived experiences of ALS teachers who shift between locations is very important to improve the quality of education provided through ALS programs.

This theme made it difficult in the implementation of the program. The day-to-day traveling in various barangays cannot assure the safety of an ALS teacher. Recently, there was an accident involving an ALS implementer bumped by a closed van while going to her community learning center in her assigned district. The said teacher suffered from multiple injuries in her arm and leg and underwent a cheekbone operation caused by a vehicular accident.

The participants' responses revealed that teaching in ALS requires a lot of energy, dedication, and patience to deal with diverse learners. ALS teachers are facing difficulties in traveling between locations. However, they are adaptive and responsive to the needs of learners in each location. Santos & Reyes (2020) noted the difficulty of traveling from one place to another and teaching several subjects in different locations daily. Due to their restricted sources and absence of transportation options, teachers had to use personal cars or motorcycles most of the time. Commuting to different locations made it hard for them to complete their tasks efficiently.

The studies of Santos & Reyes (2020), Garcia & Martinez (2019) both agreed that the barriers that hinder the implementation of an Alternative Learning System (ALS) in the Philippines and identified transportation-related barriers such as lack of access to transportation, long travel time, and transportation costs as major challenges.

Challenging Work Environment. Novice ALS teachers' experiences are typical of those of ALS teachers that happened to every one of us. In the conduct of community mapping, when they knocked at doors, residents assumed that they were selling laundry soaps/rejuvenating soaps, buying destroyed pieces of jewelry, recruiting agents of cooperatives, and the like. There were also instances when they ran dog after dog.

Alternative Learning System teachers revealed their experiences of what it is like to be an ALS teacher; T7 stated, "Being an ALS teacher is challenging because I need to give extra effort to convince learners to continue what they have started." This shows that one faces numerous difficulties, such as dealing with marginalized learners, teaching in nontraditional settings, and adapting to different learning styles. ALS teaching is also a challenging job to meet the needs of diverse groups and requires a high degree of skill and commitment into a challenging environment.

Hernandez & Cruz (2018) found that student engagement was a significant challenge for these teachers due to the need for more traditional approaches such as resources, lecture-based instruction, and class schedules. Furthermore, teachers who work with alternative learning systems must be highly adaptable and creative when it comes to finding methods to engage students, as well as being able to adjust rapidly to the needs of each student. Hence, the Alternative Learning System serves a population of students with various challenges, such as poverty, mental health issues, or language barriers. Teachers must be prepared to overcome these challenges. They often work in challenging environments where they must adapt to the needs of their students with unique circumstances and diverse backgrounds. They may also need more resources and infrastructure, impacting their ability to deliver effective instruction.

Barriers to Recruitment. Some learners may perceive ALS as inferior or traditional education, which makes it challenging to search for and recruit them. Improving the quality of ALS education and raising awareness about its benefits can help overcome this barrier. The fact that ALS teachers are concerned about the difficulty of recruiting and enrolling learners may suggest understanding the importance of having sufficient participants to make the program viable.

Santos & Reyes (2020) discovered that the lack of awareness and information dissemination about ALS and the limited resources for recruitment and outreach are major challenges. He suggested the need for a comprehensive communication and information dissemination plan to promote ALS and increase its visibility and the establishment of partnerships with local government units and community organizations to facilitate recruitment and outreach efforts.

Fluctuating Learner Engagement. One of the challenges Alternative Learning System (ALS) teachers face is fluctuating learner engagement, which can impact their teaching effectiveness and learners' progress. The reasons

for fluctuating learner engagement may vary, including personal or familial circumstances, environmental factors, or individual motivation levels. Understanding the lived experiences of ALS teachers in managing fluctuating learner engagement can provide insights into effective strategies for addressing this challenge and improving the quality of education provided through the ALS program.

Hernandez & Cruz (2018) highlighted ALS teachers' challenges in promoting learner engagement, such as lack of motivation and interest, limited resources, and learner diversity. Hence, fluctuating learner engagement is a common but emotionally taxing experience for teachers. Consequently, the reasons for fluctuating learner engagement may vary, including personal or familial circumstances, environmental factors, or individual motivation levels. ALS teachers must navigate these fluctuations and find ways to motivate their learners to stay engaged in their studies.

Lack of or Borrowed Community Learning Center. The theme of lack of or borrowed community learning centers in the implementation of the ALS program refers to the challenge faced by the ALS program in terms of inadequate and insufficient learning centers or facilities, leading to the need to borrow or rent spaces from the community. No available learning centers or facilities can be used for ALS classes in some areas. In contrast, in others, more than the existing facilities may be required to accommodate the number of learners.

One of the biggest challenges in the study is the lack of adequate learning facilities such as classrooms, equipment, and materials. As a result, the ALS program must rely on borrowed community learning centers. The study emphasized the need for the government to provide adequate resources and facilities to implement the ALS program, particularly in conflict-affected areas. Moreover, it is a significant theme as it shows ALS implementers' challenges in ensuring that the program is accessible and sustainable for all learners. It pointed out the importance of community involvement and support in educating marginalized learners.

Lack of Support from Local Government. It pertains to the challenges and issues encountered by the Alternative Learning System teachers regarding insufficient support and resources from the local government units (LGUs) where the program is being implemented. This theme highlights the critical role of LGUs in providing the necessary support to ensure the success of the ALS program, which aims to provide educational opportunities to underserved and marginalized sectors of society.

Hernandez & Cruz (2017) explored the factors that affect the implementation of the ALS program in a specific LGU in the Philippines, including the lack of support from the LGU and inadequate resources for the program. The study emphasized the importance of addressing these challenges to ensure the success of the ALS program in the LGU. Moreover, it is a significant theme as it shows ALS implementers' challenges in ensuring that the program is accessible and sustainable for all learners. It pointed out the importance of community involvement and support in educating marginalized learners.

3.2 Coping Mechanisms of ALS Teachers

Alternative Learning System (ALS) teachers face various program implementation challenges. Despite the challenges, these teachers continue to provide education to marginalized learners. To address their difficulties, ALS teachers employ different coping mechanisms to carry out their duties and responsibilities effectively. The following themes focus on the coping mechanisms of ALS teachers in facing the challenges of implementing the program. Despite the challenges faced by ALS teachers, they see to it that they cope with those. Three themes emerged: (1) patience and perseverance, (2) effective communication, and (3) collaboration and coordination with stakeholders.

Patience and Perseverance

These are important traits in coping with challenges encountered by ALS teachers. This involves dealing with complex learners, navigating bureaucratic obstacles, and overcoming geographic barriers. ALS teachers demonstrated patience and perseverance in finding ways to overcome challenges and ensure the program's success. They exhibited a strong dedication to their students and a commitment to educating those the formal

education system has marginalized. The study highlights the importance of recognizing and supporting the efforts of ALS teachers in the Philippines.

Collaboration and Coordination with Stakeholders

The delivery of the Alternative Learning System (ALS) program heavily relies on community resources, especially in terms of providing the necessary learning facilities and materials. This collaboration and coordination with stakeholders are a common theme in the challenges faced by ALS program implementers, particularly in areas lacking government support and infrastructure.

In the study of Bacal & Ormilla (2021) conferred that majority of respondents that creating connections, having stakeholders like parents and government representatives participate, and the implementers of ALS had a positive attitude were all excellent. Hence, collaboration and partnerships between LGUs and ALS implementers should also be established to ensure adequate support and resources for ALS learners. They enable effective resource allocation, expand reach and access, ensure contextualization, strengthen support systems, and contribute to the long-term sustainability of the program.

3.3 Inspirations and Motivations

ALS teachers and learners often derive motivation and inspiration from the opportunities and second chances the program provides. For teachers, the opportunity to positively impact the lives of out-of-school youths and adults can be a source of personal fulfillment and satisfaction. Meanwhile, for learners, ALS offers a chance to overcome previous obstacles and achieve their educational and personal goals. They may find inspiration in the idea that pursuing education and improving their lives is never too late. Moreover, the supportive community of teachers and learners within the ALS program can also provide a sense of motivation and belongingness. The perseverance, dedication, and resilience exhibited by teachers and learners in the face of challenging circumstances can be a source of inspiration and motivation for all those involved in the program.

ALS Teachers

Positive Outlook Towards Out-of-School Youths and Out-of-School Adults. ALS teachers are critical in educating out-of-school youths and adults who cannot complete formal education. Despite the challenges, ALS teachers maintain a positive outlook towards their learners, recognizing their potential and striving to provide them with the necessary knowledge and skills to succeed.

The teaching profession is often characterized by its positive outlook towards learners, especially those in out-of-school youth and out-of-school adult programs. Alternative learning system allows teachers to get to know learners and their diverse needs. As such, many teachers have a positive outlook on these programs because it allows them to create personalized learning experiences to help each student achieve their fullest potential.

Research has found that teachers and facilitators in these alternative settings often view out-of-school youths and adults positively and embrace the opportunity to work in multi-age environments, contributing to a social inclusion process. They added that applying innovative pedagogical approaches in alternative settings allows teachers to better address the diversity of learners, which has been found to motivate teachers by providing new experiences and increasing their job satisfaction.

Teachers often take pride in being part of the solution when educating children from diverse backgrounds. Alternative learning system allows teachers to teach in ways that traditional models of instruction may overlook. This allows teachers to connect with students, build relationships, and foster a safe and supportive environment for learning. Generally, the positive outlook of teachers towards OSY and OSA reflects their willingness to invest in students and help them reach their goals. Through their dedication, teachers understand that creating personalized, meaningful learning experiences is a key to making a lasting impact on the lives of OSY and OSA students.

ALS Graduates

Self -Motivation and Determination. This theme highlights the inspiring stories of alternative learning system learners who faced various challenges such as financial constraints, lack of access to education, and personal struggles but were still able to enroll and graduate from the ALS program through their strong self-motivation, resilience, and determination to improve their lives and attain a better future.

Caparas (2019) explored the various motives that drive ALS learners, including desires for their careers, personal goals, and family expectations. Furthermore, the study might have looked into how ALS students modify their learning strategies to fit the program's flexible and unconventional setting.

Various factors that contributed to learner engagement, such as the support of family and friends, the flexible scheduling of ALS classes, and the use of interactive and learner-centered teaching strategies by ALS teachers. The authors concluded that the ALS program could provide second chances to learners unable to complete their education through the formal school system.

Family and Children. Many alternative learning system learners are motivated to pursue their education and graduate from the program because of their families and children. For them, education is seen to provide a better life for their loved ones and to be better role models for their children. The desire to give their families a brighter future serves as a driving force for them to overcome the challenges of pursuing their education through the ALS program. According to Alkharusi, et al., (2020), parents are extremely important to their children's education. The study examines several parental involvement factors, such as participation in school events, communication with instructors, and academic assistance.

ALS Teachers

Adaptability and Flexibility. ALS teachers can go with the flow and be flexible in response to changing times and situations. This involves adjusting their teaching methods, curriculum, and delivery modes to meet the needs of their learning and changing circumstances. As revealed by T1 and T4, cited that “Just go with the flow and be equipped with the latest trends, be updated, and be an open-minded person” respectively.

The article by Loughland (2019) determined the concept of adaptability among teachers. The authors conducted a comprehensive review of the literature on teacher adaptability to identify factors that contribute or hinder teachers' ability to adapt to changes in their work environments. The review found that adaptable teachers were more likely to be effective in their teaching practices and able to cope with changing circumstances. The study also identified several factors contributing to teacher adaptability, such as a supportive work environment, professional development opportunities, and a growth mindset.

It is expounded in the study of Parsons, et al., (2017) that the concept of teacher adaptability is in the context of the rapidly changing educational landscape of the 21st century. The authors argued that teachers must be able to adapt to a multitude of changes, including advances in technology, new educational policies, and shifting student demographics. It discussed the various dimensions of teacher adaptability, including cognitive flexibility, emotional regulation, and willingness to learn and try new approaches. The authors emphasized the importance of professional development in fostering teacher adaptability. They provided recommendations for teacher educators and administrators to support teachers in developing this critical skill.

Sense of Fulfillment. ALS teachers often report a sense of fulfillment, recognizing that they are rendering a positive impact in the lives of their learners. Despite the challenges they face in the implementation of the ALS program, many teachers find satisfaction in helping out-of-school youths and adults gain access to education and opportunities for personal and professional development. Pinca (2015) consider that teachers found their work in the program fulfilling, as they can make a positive impact on the lives of learners. The teachers' sense of fulfillment was attributed to the personal and professional growth they experienced and the transformative effect of education on their students.

ALS Graduates

Resilience and Adaptability. Graduates of the Alternative Learning System (ALS) have demonstrated remarkable resilience and adaptability in navigating the challenges they face after completing the program, which has helped them to transition to new opportunities and pursue their goals successfully.

Almeida (2019) explored the stories of the resilience of ALS graduates in the Philippines. Using a qualitative approach, the study highlighted the challenges faced by ALS graduates after graduation and how they overcame these challenges through resilience and adaptability. The study emphasized the importance of continuing education and skills development to sustain the gains of ALS graduates.

Accelerated Learning and Educational Access. ALS program focuses on providing faster and more accessible education to out-of-school youths and adult learners. It has successfully provided learners with a second chance to complete their basic education in a shorter time compared to the traditional schooling system. This accelerated learning approach is particularly beneficial for learners who have missed out on formal education and need to catch up quickly.

The study by Santos & Mance (2016) found that most ALS completers have positive attitudes toward SHS program, with the desire to acquire skills and knowledge as the top reason for pursuing SHS. The study also identified challenges faced by ALS completers in pursuing SHS, including financial constraints and a lack of information on the SHS program. Also, Magno (2018) aimed to investigate the educational pathways of Alternative Learning System (ALS) graduates and their subsequent experiences in higher education. The findings indicated that ALS served as a second chance for the participants, and they were motivated by various factors to pursue higher education.

ALS has also successfully provided educational access to learners in marginalized and remote areas where access to traditional schools may be limited. The program's flexible scheduling and non-formal approach have made education accessible to learners who would otherwise be unable to complete their studies. Overall, the theme of Accelerated Learning and Educational Access highlights the importance of ALS in providing opportunities for educational advancement to learners whom the traditional education system may have otherwise be left behind.

Career Advancement and Economic Opportunities. ALS provides opportunities for out-of-school youths and adults to acquire the skills and knowledge necessary to enter professional life, start a business, or pursue higher education. ALS graduates who are employed report increased job satisfaction, better working conditions, and higher earnings compared to their pre-ALS situation. Entrepreneurs or self-employed benefit from the program by gaining the necessary competencies and resources to start and manage their businesses. Some pursue higher education or vocational training after completing the program and may have better chances of obtaining higher-paying jobs or advancing their careers.

Furthermore, ALS has been shown to provide opportunities for working students to pursue education while maintaining employment and has also been found to benefit Filipino employees in terms of their career growth. These findings highlighted the importance of providing access to alternative education pathways for individuals who may have difficulty accessing traditional education systems and the potential benefits that can be gained through such programs.

Future-Oriented and Hopeful. The theme of future-oriented and hopeful ALS graduates highlights the aspirations and goals of learners who have completed the Alternative Learning System program. These learners often come from disadvantaged backgrounds and face significant barriers to educational and economic opportunities. However, through their experiences in the ALS program, they have developed a sense of hope and determination to strive for a better future for themselves and their families. This theme explores the ways in which the ALS program has helped these learners build a positive outlook on their future and empowered them to achieve their dreams.

Guanzon-Lapeña & Jacob (2017) explored how hope and aspirations motivate out-of-school youth in pursuing education and found that hope and aspirations are significant predictors of educational pursuit among out-of-

school youth. The study also found the factor such as age, gender, and educational background significantly influence the level of hope and aspirations among out-of-school youth.

One key aspect of the ALS experience is the sense of empowerment and agency that many graduates feel. For many individuals, the opportunity to pursue education and acquire new skills through ALS represents a second chance or an alternative path to achieving their goals. This sense of agency and empowerment can be a powerful motivator for learners. It can help to build confidence and self-esteem.

At the same time, however, many ALS learners may also experience feelings of uncertainty, anxiety, or self-doubt. Returning to a classroom setting can be intimidating for individuals who have struggled with traditional educational models or have been out of school for some time. Additionally, learners may face logistical and practical challenges, such as finding transportation to and from classes or balancing their studies with work or family obligations.

Despite these challenges, many ALS graduates can overcome obstacles and succeed in their studies. For some, this may involve discovering new interests or passions and finding opportunities to apply their learning in real-world settings. For others, it may involve overcoming personal barriers and developing new skills or strategies to manage their time and resources effectively.

Overall, the lived experiences of ALS graduates reflect the complex and multifaceted nature of adult education and the diverse range of learners who participate in these programs. By understanding ALS learners' unique challenges and opportunities, educators and policymakers can better support and empower individuals seeking to pursue education and improve their lives.

The Alternative Learning System (ALS) program has become a crucial component in providing educational opportunities to individuals who have not been able to complete their basic education through traditional means. The program aims to empower its learners to become independent, lifelong learners and productive members of society. However, the success of the program is not solely attributed to the learners, but also to the dedication and commitment of ALS teachers who have played a significant role in the lives of the program's graduates.

ALS teachers and graduates share a unique relationship that is characterized by equal efforts to achieve a common goal. ALS teachers have to work tirelessly to provide education to out-of-school youths and adults, who often face various challenges and barriers to learning. Despite the difficulties that they encounter, ALS teachers remain steadfast in their commitment to providing quality education to their learners.

On the other hand, ALS graduates also exert tremendous effort to complete the program. They must overcome various obstacles, including financial constraints, family responsibilities, and personal issues. Through their resilience and determination, ALS graduates can complete their education and pursue their dreams.

The relationship between ALS teachers and graduates is built on mutual respect, trust, and understanding. ALS teachers are aware of the challenges that their learners face, and they strive to provide support and guidance to help them overcome these obstacles. They create a safe and welcoming learning environment that encourages learners to express themselves and participate in class discussions.

ALS graduates, in turn, appreciate the efforts of their teachers and acknowledge the positive impact that they have had on their lives. They recognize the sacrifices and hard work of their teachers, and they express their gratitude through their success in life.

The equal efforts of ALS teachers and graduates have led to the success of the program. ALS graduates have been able to achieve their aspirations and secure better opportunities in life, while ALS teachers have been able to make a positive impact on the lives of their learners. In conclusion, the relationship between ALS teachers and graduates is crucial in the success of the program. The equal efforts of both parties have resulted in the empowerment of individuals who have not been able to complete their basic education through traditional means. It is important

to recognize the role of ALS teachers in the lives of their graduates and provide them with the necessary support and resources to continue their work. By doing so, the ALS program can continue to make a positive impact on the lives of individuals who seek to improve their lives through education.

4.0 Conclusion

After the in-depth analysis based on the findings, the researcher forwarded the following conclusions:

- a) The Alternative Learning System (ALS) program has a significant role in impacting the lives of ALS teachers and graduates. The relationship between the lived experiences of ALS teachers and graduates is a testimony to their equal efforts in achieving their common goal.
- b) Genuine support from concerned groups is crucial in fully assisting ALS graduates in their integrated growth and development, enabling them to overcome obstacles and achieve their goals.
- c) Despite the challenges and difficulties faced by ALS teachers, they remain resilient and adaptable in their pursuit of education and career advancement. The ALS program has provided them with opportunities to improve their lives, and their aspirations and motivations have ignited them to continue attaining and striving for success.
- d) Provide comprehensive career guidance and counseling to ALS graduates to help them navigate their career paths and achieve their goals.
- e) The positive impact of the ALS program on the lives of its teachers and graduates highlights the importance of providing access to education and training programs for disadvantaged individuals and marginalized communities.

Based on the conclusions drawn, the following recommendations are forwarded:

- a) Increase the availability and accessibility of ALS programs to reach more learners and provide them with opportunities for education and career advancement.
- b) Foster a supportive and empowering environment for ALS teachers to help build their resilience and adaptability in facing challenges.
- c) Provide adequate training and support for ALS teachers to effectively deliver the program and meet the needs of their learners.
- d) Continuously evaluate and improve the ALS program to ensure that it remains relevant, effective, and responsive to the changing needs of its learners and society.
- e) Provide comprehensive career guidance and counseling to ALS graduates to help them navigate their career paths and achieve their goals.
- f) Research on the implementation of an Alternative Learning System for teachers and graduates should be conducted in the Division of Ilocos Sur.

5.0 Contributions of Authors

This is single-author research.

6.0 Funding

This work received no specific grant from any funding agency.

7.0 Conflict of Interests

The author declares no conflicts of interest about the publication of this paper.

8.0 Acknowledgment

The researcher extends heartfelt gratitude to everyone who supported this endeavour.

9.0 References

- Aldhafri, S. S., Alrajhi, M. N., Alkharusi, H. A., Al-Harthy, I. S., Al-Barashdi, H. S., & Alhadabi, A. S. (2020). Parenting styles and academic self-efficacy beliefs of Omani school and university students. *Education Sciences*, 10(2), 229. <https://doi.org/10.3390/educsci10090229>
- Almeida, J. (2019). Time management and academic outcomes of Alternative Learning System (ALS) Students. *Journal of Alternative Education and lifelong learning*, 2(1), 45-57.
- Alonzo, B.T. (2018). Policy Framework of ALS: An Analysis of DepEd Memoranda and Guidelines. *Education Policy Analysis Archives*, 26(4), 1-20.
- Aquino, J. B. (2021). Factors Affecting the Performance of Alternative Learning System Teachers in the Philippines. *International Journal of Advanced Research in Management and Social Sciences (IJARMSS)*.

- Arzadon, J. L., & Nato, J. (2015). The Philippine Alternative Learning System: Expanding the Educational Future of The Deprived, Depressed, And Underserved. https://www.researchgate.net/publication/330881893_The_Philippine_Alternative_Learning_System:_Expanding_the_Educational_Future_of_The_Deprived,_Depressed,_And_Underserved
- Aque, J. G., & Benavides, N. G. (2020). Lived experiences of the alternative learning system (ALS) mobile teachers. *International Journal of Novel Research in Computer Science and Software Engineering*, 7(2), 1-7. <https://www.novelyjournals.com/upload/paper/LIVED%20EXPERIENCES-2374.pdf>
- Atillano, E. B. (2016). Factors Influencing the Dropout Rate in Alternative Learning System – Accreditation And Equivalency Program. *The Online Journal of New Horizons in Education*. <https://www.tojned.net/journals/tojned/articles/v06i04/v06i04-11.pdf>
- Baccal, V. S., & Ormilla, R. C. (2021). The implementation of alternative learning system in public schools in Isabela, Philippines. *EDUCATUM Journal of Social Sciences*, 7(1), 19–29. <https://doi.org/10.37134/ejoss.vol7.1.3.2021>
- Caparas, R. M. (2018). Experiences of ALS learners in terms of their motivation and learning styles. *International Journal of Education and Research*, 6(4), 1-12.
- Chavez, M. B. (2021, March 11). Alternative Learning System in Time of COVID-19 Pandemic: Philippine Context. De La Salle University. <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/arts-congressproceedings/2021/sldp-03.pdf>
- Cruz, R.S. (2020). Understanding ALS Learners: Demographics, Motivations, and Challenges. *International Journal of Lifelong Education*, 39(3), 320-335.
- Department of Education. (2019, June). https://www.deped.gov.ph/wp-content/uploads/2019/06/DO_s2019_012.pdf
- Department of Education. (2021, September 22). DepEd order number 39, series of 2021 – Guidelines on the provision of special hardship allowance for public school teachers. DO 039, s. 2021. <https://www.deped.gov.ph/deporder/do-039-s-2021/>
- Dizon, R. (2020). Teachers’ experience of teaching out-of-school youth and adults in the alternative learning system program in the Philippines. *Asia Pacific Journal of Education*, 40(1), 37-50.
- Garcia, R.D. (2020). Challenges and Opportunities in ALS: Perspectives from Educators and Learners. *Journal of Education and Practice*, 11(5), 45-60.
- Hernandez, R., & Cruz, M. (2018). Unlocking potential: ALS as a platform for second chance education. *Journal of Alternative Education Research*, 7(2), 150-165.
- Garcia, L., & Martinez, E. (2019). Addressing barriers to ALS implementation: Perspectives from teachers. *International Journal of Lifelong Learning*, 16(1), 45-58.
- Guerrero, M.C.D. (2017). Evolution of Alternative Education in the Philippines: The ALS Journey. *Philippine Educational Review*, 54(1), 20-35.
- Ibrahim, F.A. (2019). Pedagogical Strategies in ALS: A Comparative Study of Teaching Methods. *Journal of Alternative Education Research*, 7(2), 45-60.
- Kiger, M. E. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical Teacher*, 42(1), 1-9. <https://doi.org/10.1080/0142159X.2020.1755030>
- Guanzon-Lapeña, M. A., & Jacob, M. V. (2017). Factors Contributing to the Success of ALS Learners in the Philippines. *Journal of Education and Practice*, 8(10), 113-119.
- Loughland, T. (2019). The Relationship of Teacher Adaptability, Self-efficacy and Autonomy to Their Adaptive Practices. In: *Teacher Adaptive Practices*. SpringerBriefs in Education. Springer, Singapore. https://doi.org/10.1007/978-981-13-6858-5_4
- Mamba, M., Tamayao, A., Vecaldo, R., Paat, F., Pagulayan, E., & Emmanuel, J. (2021). Study orientation and college readiness among alternative learning system graduates in northeastern Philippines. *International Journal of Education and Practice*, 9(2), 285-296. <https://doi.org/10.18488/journal.61.2021.92.285.296>
- Martinez, E. S., & Diaz, L. P. (2019). Reintegration into education: The role of ALS in empowering out-of-school youths and adults. *Journal of Education Integration*, 12(3), 201-215.
- Moustakas, C. E. (1994). *Phenomenological research methods*. Sage Publications, Inc.
- Nguyen, T. H., & Tran, H. T. (2018). Community engagement in ALS policy and practice: Insights from a cross-national analysis. *International Journal of Comparative Education and Development*, 12(1), 87-102.
- Parsons, S. A., Vaughn, M., & Allen, M., et al. (2017). Teachers’ Instructional Adaptations: A Research Synthesis. *Journal of Educational Research*, 88(2), Article ID. <https://doi.org/10.3102/0034654317743198>
- Pinca, E. C. (2015). The mobile teachers’ profile, competencies, performance and problems in the department of education, division of Northern Samar, Philippines. *Age*, 40(45), 7. *International Journal of Scientific & Technology Research*, 4 (12), 2277-8616
- Perez, J., & Lopez, M. (2017). Ageless education and lifelong learning in ALS: Challenges and opportunities. *Journal of Community Education*, 15(3), 201-215.
- Philippine Constitution (1987. Article XIV, Section 2, Paragraph (1) and paragraph (4)
- Potenciano, M. T. (2019). Securing Time for Dialogue: Addressing Time Management Burdens of ALS Teachers. *International Electronic Journal of Elementary Education*.
- Republic of the Philippines. (2001). Republic Act No. 9155: Governance of Basic Education Act of 2001. Republic Act No. 9155 | Official Gazette of the Republic of the Philippines
- Reyes, R. G., & Espinosa, J. S. (2021). Correlation of Performance of Alternative Learning System (ALS) Completers, Life-long Learners, and Senior High School (SHS) Graduates.
- Rivera, A.G. (2019). Integrating Skills Training and Academic Learning in ALS: A Holistic Approach. *Journal of Curriculum Studies*, 51(4), 450-465.
- Roberts, E.K. (2019). Alternative Learning Systems Worldwide: Lessons for the Philippines. *Comparative Education Review*, 63(2), 150-165.
- Santos, C.M. (2021). The Role of Technology in ALS: Integrating Digital Tools for Enhanced Learning. *Educational Technology Research and Development*, 69(4), 789-804.
- Santos, M. A., & Reyes, J. R. (2020). Overcoming barriers: Strategies for effective ALS implementation. *Philippine Journal of Education*, 45(2), 87-102.
- Smith, J., & Johnson, A. (2018). Enhancing educational attainment among youth offenders: The role of ALS programs. *Journal of Correctional Education*, 65(3), 150-165.
- Tabadero, M. J. (2019). Job Satisfaction of Alternative Learning System Teachers in the Philippines. *International Journal of Research Studies in Education*.
- Transcendental phenomenology. (n.d.). Ph.D. Research Methodology Course and Content. <https://phd-research-methodology.blogspot.com/2013/07/transcendentalphenomenology.html>
- Ulep, M.T.A. (2018). Alternative Education for Cultural Minorities: A Case Study of ALS in Indigenous Communities. *Journal of Indigenous Education*, 12(2), 45-60.