

# Professional Attributes, Challenges, Coping Strategies, and Performance of Alternative Learning System (ALS) Teachers

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## ABSTRACT

This study determined the relationship among professional attributes, challenges, coping strategies, and performance of Alternative Learning System (ALS) teachers in the Fourth District of Negros Occidental and utilized a descriptive-correlational research design involving 108 ALS teacher-respondents through total enumeration. Data were gathered using a validated researcher-made questionnaire. Findings revealed that ALS teachers demonstrated a very high level of professional attributes, particularly in communication skills, patience and empathy, adaptability and flexibility, and creativity and technology integration. The respondents likewise experienced a very high level of challenges, with learning resources emerging as the most prominent concern. Their coping strategies were also rated very high, with support-seeking behavior receiving the highest rating. Moreover, ALS teachers attained an outstanding level of performance. Statistical analyses showed that professional attributes and coping strategies were significantly and positively related to teachers' performance, while challenges exhibited a significant negative relationship with performance.

**Keywords:** Alternative Learning System (ALS), ALS Teachers, Professional Attributes, Challenges, Coping Strategies, Teacher Performance.

## INTRODUCTION

Alternative education has become an important strategy for addressing educational inequities by providing learning opportunities to individuals who are unable to complete formal schooling. The success of these programs largely depends on teachers, who are expected to possess strong professional attributes such as instructional competence, adaptability, commitment, and learner-centered practices. However, teachers working in alternative education settings frequently encounter complex challenges, including diverse learner needs, limited instructional resources, irregular learner attendance, and increased emotional demands. These conditions require teachers to develop effective coping strategies to sustain their motivation and maintain quality instruction. Studies have consistently shown that teachers' professional competence and resilience are closely associated with their effectiveness in facilitating learning despite adverse teaching conditions (Casingal, 2025; Capulong et al., 2025).

The Alternative Learning System (ALS) serves as the government's flagship nonformal education program for out-of-school children, youth, and adults. As ALS continues to expand its role in achieving inclusive education, teachers are expected to perform multiple responsibilities beyond classroom instruction, including learner recruitment, community engagement, individualized learning facilitation, and assessment. Recent studies revealed that ALS teachers experience numerous professional challenges, such as inadequate learning resources, insufficient professional development opportunities, learner absenteeism, and the difficulty of addressing learners with varied educational backgrounds. Despite these constraints, ALS teachers remain committed to their profession by employing adaptive instructional practices, collaboration, continuous learning, and personal

resilience to ensure that learners achieve meaningful educational outcomes (Francisco & Buri, 2024; Paez, 2024; Sumawang et al., 2023).

Alternative Learning System (ALS) teachers continue to deliver educational services under varying community conditions that may significantly influence their professional performance. Although several recent studies have investigated ALS teachers' competencies, implementation challenges, lived experiences, and professional development needs, these studies have generally examined these variables independently. Limited empirical research has simultaneously explored the relationship among professional attributes, challenges, coping strategies, and teachers' performance, particularly within specific Schools Division Offices where contextual factors may shape teachers' experiences differently. This gap in the literature highlights the need for a more comprehensive investigation that integrates these essential variables into a single framework. Hence, this study is conducted to determine how the professional attributes, challenges encountered, and coping strategies employed by ALS teachers relate to their performance. The findings may provide evidence-based information that can guide educational leaders in designing interventions, professional development programs, and support mechanisms that will further strengthen the quality of ALS implementation. (Casinal, 2025; Francisco & Buri, 2024; Paez, 2024).

## METHODOLOGY

This study employed a quantitative, descriptive–correlational research design to determine the relationship among professional attributes, challenges, coping strategies, and performance of Alternative Learning System (ALS) teachers. The respondents were all 108 ALS teachers in the Fourth District of Negros Occidental during the School Year 2024–2025. Since the population was manageable, all eligible ALS teachers were included in the study through total enumeration; hence, no sample was drawn.

Data were gathered using a validated researcher-made questionnaire composed of four main parts. Part I obtained the demographic profile of the respondents in terms of sex, age, length of service as an ALS teacher, and area of assignment. Part II measured the professional attributes of ALS teachers in terms of communication skills, patience and empathy, adaptability and flexibility, and creativity and technology integration, while Part III assessed the challenges encountered by ALS teachers in terms of instructional delivery, workload and time management, learning resources, and psychosocial well-being. Part IV determined the coping strategies of ALS teachers in terms of instructional adaptation, time and stress management, emotional regulation, and support-seeking behavior. The items measuring the major variables were rated using a 5-point Likert scale ranging from 1 to 5. The questionnaire underwent content validation by a panel of five qualified ALS experts and obtained a Content Validity Ratio (CVR) of 1.00 based on Lawshe's formula, indicating excellent content validity. Reliability was established through a pilot test involving 30 non-sample respondents, obtaining Cronbach's alpha coefficients of 0.986 for professional attributes, 0.894 for challenges, and 0.984 for coping strategies, with an overall coefficient of 0.982, demonstrating high internal consistency.

For data collection, the researcher first secured approval from the appropriate Schools Division authorities to administer the questionnaire to the ALS teachers in the Fourth District of Negros Occidental. With the assistance of the concerned ALS coordinators and school administrators, the researcher personally distributed and retrieved the questionnaires from the respondents. Before administration, the purpose and significance of the study were clearly explained to the respondents, and their participation was treated as voluntary. The respondents were encouraged to provide honest and accurate responses. The collected questionnaires were properly organized and securely kept by the researcher, while the gathered data were treated with strict confidentiality and used solely for the purposes of the study. The information obtained from the respondents was handled in accordance with ethical research principles and institutional requirements for the protection and confidentiality of research data. The collected data were systematically organized, tabulated, and analyzed to answer the research questions of the study. Frequency and percentage were utilized to describe the demographic profile of the respondents in terms of sex, age, length of service as an ALS teacher, and area of assignment. Mean and standard deviation were employed to determine the levels of professional attributes, challenges, coping strategies, and performance of ALS teachers. Spearman's Rank-Order Correlation Coefficient was employed to determine the significant

relationships between professional attributes and teachers' performance, challenges and teachers' performance, and coping strategies and teachers' performance. The findings served as the basis for determining the factors associated with the performance of ALS teachers and for providing appropriate implications for improving their professional practice and support mechanisms.

## RESULTS AND DISCUSSIONS

### Demographic Profile of Respondents

Table 1. Frequency and Percent Distribution of the Respondents According to Profile.

| Profile                           | Category               | f   | %      |
|-----------------------------------|------------------------|-----|--------|
| <b>Age</b>                        |                        |     |        |
|                                   | 21-30 years old        | 31  | 28.70  |
|                                   | 31-40 years old        | 43  | 39.81  |
|                                   | 41-50 years old        | 28  | 25.93  |
|                                   | 51 years old and above | 6   | 5.56   |
|                                   | Total                  | 108 | 100.00 |
| <b>Sex</b>                        |                        |     |        |
|                                   | Male                   | 31  | 28.70  |
|                                   | Female                 | 77  | 39.81  |
|                                   | Total                  | 108 | 25.93  |
| <b>Length of Service</b>          |                        |     |        |
|                                   | 5 years and below      | 36  | 33.33  |
|                                   | 6-10 years             | 42  | 38.89  |
|                                   | 11-15 years            | 24  | 22.22  |
|                                   | 16-20 years            | 5   | 4.63   |
|                                   | 21 years and above     | 1   | .93    |
|                                   | Total                  | 108 | 100.00 |
| <b>Number of Years in Service</b> |                        |     |        |
|                                   | 5 years and below      | 36  | 30.00  |
|                                   | 6-10 years             | 42  | 22.50  |
|                                   | 11-15 years            | 24  | 17.50  |
|                                   | 16-20 years            | 5   | 12.50  |
|                                   | 21 years and above     | 1   | 17.50  |
|                                   | Total                  | 108 | 100.00 |
| <b>Place of Assignment</b>        |                        |     |        |
|                                   | Urban                  | 14  | 12.96  |
|                                   | Rural                  | 94  | 87.04  |
|                                   | Total                  | 108 | 100.00 |

Table 1 presents the demographic profile of the 108 teacher-respondents in terms of age, sex, length of service, and place of assignment.

In terms of age, the largest group of respondents belongs to the 31–40 years old category, with 43 respondents ( $f = 43$ , 39.81%). This is followed by teachers aged 21–30 years old with 31 respondents ( $f = 31$ , 28.70%), 41–50 years old with 28 respondents ( $f = 28$ , 25.93%), and 51 years old and above with only 6 respondents ( $f = 6$ , 5.56%). The findings indicate that the teaching workforce is largely composed of teachers who are in the early and middle stages of their professional careers. Teachers within these age groups are generally expected to possess sufficient teaching experience while remaining receptive to new instructional approaches and educational reforms. Their combination of professional maturity and adaptability may contribute to improved instructional practices and stronger learner engagement.

Recent studies suggest that teachers in early and middle adulthood tend to demonstrate greater adaptability, motivation, and willingness to adopt innovative teaching strategies as they continue to develop professionally while responding to changing educational demands (Topchyan & Woehler, 2021).

In terms of sex, the majority of the respondents are female, accounting for 77 respondents ( $f = 77$ , 71.30%), while 31 respondents ( $f = 31$ , 28.70%) are male. This indicates that female teachers continue to comprise the larger proportion of the teaching workforce. The predominance of women in the profession reflects the continuing trend in basic education, where teaching remains a female-dominated career. This demographic composition may contribute to collaborative school environments and strong learner support, as female teachers are often recognized for their active involvement in classroom management and student engagement.

The predominance of female teachers is consistent with the findings of Topchyan and Woehler (2021), who reported that female teachers generally exhibit higher levels of work engagement and stronger interactions with students than their male counterparts.

Regarding length of service, the highest proportion of respondents have 6–10 years of teaching experience, representing 42 respondents ( $f = 42$ , 38.89%). This is followed by those with 5 years and below (36 respondents,  $f = 36$ , 33.33%), 11–15 years (24 respondents,  $f = 24$ , 22.22%), 16–20 years (5 respondents,  $f = 5$ , 4.63%), and 21 years and above with only 1 respondent ( $f = 1$ , 0.93%). The findings suggest that most respondents are in the early to middle years of their teaching careers. This implies that many teachers have already gained practical classroom experience while still having opportunities for continuous professional growth. Schools may therefore benefit from sustained mentoring programs, professional development activities, and instructional support to further strengthen teachers' competencies and effectiveness.

This finding is supported by recent research indicating that continuous professional development significantly enhances teachers' pedagogical competence and professional effectiveness, regardless of their years of teaching experience (Camral & Sumayo, 2025).

In terms of place of assignment, the majority of respondents are assigned to rural schools, comprising 94 respondents ( $f = 94$ , 87.04%), while only 14 respondents ( $f = 14$ , 12.96%) are assigned to urban schools. The findings indicate that the respondents are primarily teaching in rural educational settings where access to instructional resources, professional development opportunities, and educational support services is generally less available. This distribution may influence teachers' professional experiences, exposure to educational innovations, and implementation of school programs. At the same time, the relatively smaller representation of urban teachers highlights the importance of ensuring equitable access to instructional resources and capacity-building opportunities across different school locations.

Recent studies have emphasized that teachers' work environments and access to professional support significantly influence instructional effectiveness and professional engagement, underscoring the need to provide equitable development opportunities regardless of school location (Pillas, 2025).

### **Level of ALS Teacher's Professional Attributes when Taken as a Whole and in terms of Communication Skills, Patience and Empathy, Adaptability and Flexibility, and Creativity and Technology Integration.**

Table 2. Level of ALS Teacher's Professional Attributes when Taken as a Whole and in terms of Communication Skills, Patience and Empathy, Adaptability and Flexibility, and Creativity and Technology Integration.

| Statements                         |                                                                                     | Mean        | SD          | Interpretation   |
|------------------------------------|-------------------------------------------------------------------------------------|-------------|-------------|------------------|
| <b>Strong Communication Skills</b> |                                                                                     | <b>4.83</b> | <b>0.45</b> | <b>Very High</b> |
| 1.                                 | The teacher presents lesson objectives and instructions clearly and understandably. | 4.83        | 0.52        | Very High        |
| 2.                                 | The teacher uses appropriate language and examples suited to the learners' level    | 4.83        | 0.50        | Very High        |

|                                                                                                                                            |             |             |                  |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|------------------|
| 3. The teacher encourages questions and provides clear responses to learners' inquiries.                                                   | 4.86        | 0.48        | Very High        |
| 4. The teacher listens attentively to learners' concerns and feedback during class interactions.                                           | 4.82        | 0.53        | Very High        |
| 5. The teacher uses various communication methods (oral, written, visual) to support learning.                                             | 4.78        | 0.54        | Very High        |
| <b>Patience and Empathy</b>                                                                                                                | <b>4.76</b> | <b>0.49</b> | <b>Very High</b> |
| 6. The teacher remains calm when learners experience difficulty understanding lessons.                                                     | 4.71        | 0.56        | Very High        |
| 7. The teacher demonstrates understanding of diverse learning paces and needs                                                              | 4.74        | 0.57        | Very High        |
| 8. The teacher responds to learner mistakes in a constructive and supportive manner                                                        | 4.73        | 0.57        | Very High        |
| 9. The teacher shows respect for learners' perspectives and experiences                                                                    | 4.82        | 0.54        | Very High        |
| 10. The teacher assists learners without showing frustration or bias                                                                       | 4.78        | 0.55        | Very High        |
| <b>Adaptability and Flexibility</b>                                                                                                        | <b>4.71</b> | <b>0.49</b> | <b>Very High</b> |
| 1. The teacher adjusts teaching strategies when learners struggle with the lesson                                                          | 4.77        | 0.54        | Very High        |
| 2. The teacher is open to modifying lesson plans based on classroom conditions.                                                            | 4.75        | 0.55        | Very High        |
| 3. The teacher effectively manages unexpected situations during instruction                                                                | 4.67        | 0.58        | Very High        |
| 4. The teacher integrates new methods or tools when appropriate to enhance learning.                                                       | 4.71        | 0.56        | Very High        |
| 5. The teacher responds positively to changes in curriculum, schedules, or instructional requirements.                                     | 4.68        | .59         | Very High        |
| <b>Creativity and Technology Integration</b>                                                                                               | <b>4.68</b> | <b>0.56</b> | <b>Very High</b> |
| 6. The Teacher creatively designs learning activities that make lessons more engaging and meaningful for ALS Learners                      | 4.69        | 0.63        | Very High        |
| 7. The teacher integrates appropriate digital tools and resources (e.g., videos, presentations, online platforms) to support learning.     | 4.61        | 0.67        | Very High        |
| 8. The teacher adapts instructional materials using available technology to suit diverse learning needs and contexts.                      | 4.70        | 0.62        | Very High        |
| 9. The teacher demonstrates confidence and competence in using technology during the teaching-learning process.                            | 4.69        | 0.61        | Very High        |
| 10. The teacher encourages learners to use technology in exploring ideas, completing tasks, and expressing their understanding creatively. | 4.69        | 0.60        | Very High        |
| <b>Professional Attributes as a Whole</b>                                                                                                  | <b>4.74</b> | <b>0.44</b> | <b>Very High</b> |
| Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low                               |             |             |                  |

Table 2 presents the level of ALS teachers' professional attributes as a whole and in terms of strong communication skills, patience and empathy, adaptability and flexibility, and creativity and technology integration.

In terms of strong communication skills, the overall mean of 4.83 (SD = 0.45) indicates a very high level of professional attributes. Among the indicators, encouraging questions and providing clear responses to learners' inquiries obtained the highest mean (M = 4.86, SD = 0.48). This was followed by presenting lesson objectives and instructions clearly and understandably (M = 4.83, SD = 0.52) and using appropriate language and examples suited to the learners' level (M = 4.83, SD = 0.50). Likewise, listening attentively to learners' concerns and

feedback during class interactions ( $M = 4.82$ ,  $SD = 0.53$ ) and using various communication methods to support learning ( $M = 4.78$ ,  $SD = 0.54$ ) also received very high ratings. The findings indicate that ALS teachers consistently demonstrate effective communication in delivering lessons and interacting with learners. The results imply that clear and responsive communication promotes better understanding, strengthens teacher-learner relationships, and creates a more supportive learning environment for diverse ALS learners.

This finding is supported by Darling-Hammond and Hyler (2020), who emphasized that effective teacher communication is essential in promoting learner engagement, improving instructional quality, and supporting positive learning outcomes.

About patience and empathy, the overall mean of 4.76 ( $SD = 0.49$ ) was interpreted as very high. The highest-rated indicator was showing respect for learners' perspectives and experiences ( $M = 4.82$ ,  $SD = 0.54$ ), followed by assisting learners without showing frustration or bias ( $M = 4.78$ ,  $SD = 0.55$ ). Teachers also received very high ratings for demonstrating understanding of diverse learning paces and needs ( $M = 4.74$ ,  $SD = 0.57$ ), responding to learner mistakes in a constructive and supportive manner ( $M = 4.73$ ,  $SD = 0.57$ ), and remaining calm when learners experience difficulty understanding lessons ( $M = 4.71$ ,  $SD = 0.56$ ). These findings indicate that ALS teachers consistently demonstrate compassion, respect, and emotional support in dealing with learners who have varied educational backgrounds and learning needs. The results further imply that patient and empathetic teaching encourages learners to participate actively, develop confidence, and remain motivated throughout the learning process.

This finding is consistent with the study of Jennings (2020), which found that teachers who demonstrate empathy and emotional support contribute to improved learner engagement, classroom relationships, and academic success.

In terms of adaptability and flexibility, the overall mean of 4.71 ( $SD = 0.49$ ) indicates a very high level of professional attributes. The highest-rated indicator was adjusting teaching strategies when learners struggle with the lesson ( $M = 4.77$ ,  $SD = 0.54$ ), followed by being open to modifying lesson plans based on classroom conditions ( $M = 4.75$ ,  $SD = 0.55$ ) and integrating new methods or tools when appropriate to enhance learning ( $M = 4.71$ ,  $SD = 0.56$ ). Meanwhile, responding positively to changes in curriculum, schedules, or instructional requirements ( $M = 4.68$ ,  $SD = 0.59$ ) and effectively managing unexpected situations during instruction ( $M = 4.67$ ,  $SD = 0.58$ ) also received very high ratings. The findings suggest that ALS teachers readily adjust their instructional practices to accommodate learners' needs and respond effectively to changing classroom situations. These results imply that flexibility in teaching enables educators to provide more responsive, learner-centered instruction and maintain the effectiveness of the teaching-learning process despite challenges.

This finding agrees with the study of König et al. (2020), which concluded that teachers' adaptability and instructional flexibility are important competencies for maintaining effective teaching practices and responding to diverse classroom demands.

Regarding creativity and technology integration, the overall mean of 4.68 ( $SD = 0.56$ ) was interpreted as very high. The highest-rated indicator was adapting instructional materials using available technology to suit diverse learning needs and contexts ( $M = 4.70$ ,  $SD = 0.62$ ). This was followed by creatively designing learning activities that make lessons more engaging and meaningful for ALS learners ( $M = 4.69$ ,  $SD = 0.63$ ), demonstrating confidence and competence in using technology during the teaching-learning process ( $M = 4.69$ ,  $SD = 0.61$ ), and encouraging learners to use technology in exploring ideas, completing tasks, and expressing their understanding creatively ( $M = 4.69$ ,  $SD = 0.60$ ). The indicator integrating appropriate digital tools and resources to support learning ( $M = 4.61$ ,  $SD = 0.67$ ) obtained the lowest mean but was still interpreted as very high. These findings indicate that ALS teachers effectively integrate creativity and available technologies into their instructional practices to enhance learner engagement and accommodate diverse learning contexts. The results imply that creative teaching strategies combined with appropriate technology improve instructional delivery, promote active participation, and help learners develop essential digital and problem-solving skills.

This finding supports the study of Trust & Whalen (2020), which emphasized that teachers' creativity and effective integration of technology contribute significantly to learner engagement, instructional innovation, and improved learning experiences.

Overall, the professional attributes of ALS teachers obtained a mean of 4.74 (SD = 0.44), interpreted as very high. This indicates that ALS teachers consistently demonstrate strong communication skills, patience and empathy, adaptability and flexibility, as well as creativity and technology integration in carrying out their instructional responsibilities. The consistently high ratings across all dimensions suggest that teachers possess the professional qualities needed to address the diverse needs of ALS learners and provide meaningful learning experiences. The findings imply that these professional attributes strengthen instructional effectiveness, foster positive teacher-learner relationships, and support the successful delivery of quality Alternative Learning System programs.

This result is consistent with Kim and Asbury (2020), who found that teachers' professional competencies—including communication, adaptability, empathy, and effective instructional practices—are critical in maintaining quality teaching across different learning environments.

### Level of Challenges Encountered by ALS Teachers When Taken as a Whole and in Terms of Instructional Delivery, Work Load and Time Management, Learning Resources, and Psychosocial Well-being

Table 3. Level of Challenges Encountered by ALS Teachers When Taken as a Whole and in Terms of Instructional Delivery, Work Load and Time Management, Learning Resources, and Psychosocial Well-being.

| Statements                                                                               | Mean        | SD          | Interpretation   |
|------------------------------------------------------------------------------------------|-------------|-------------|------------------|
| <b>Instructional Delivery</b>                                                            | <b>4.50</b> | <b>0.60</b> | <b>Very High</b> |
| 1. Delivering lessons effectively becomes challenging under diverse classroom conditions | 4.47        | 0.70        | Very High        |
| 2. Addressing varying learning abilities presents instructional difficulties             | 4.50        | 0.66        | Very High        |
| 3. Maintaining learner attention during instruction can be demanding                     | 4.50        | 0.70        | Very High        |
| 4. Integrating new teaching methods requires additional effort                           | 4.47        | 0.75        | Very High        |
| 5. Ensuring clarity of instruction is challenging in large classes                       | 4.56        | 0.69        | Very High        |
| <b>Workload and Time Management</b>                                                      | <b>4.56</b> | <b>0.57</b> | <b>Very High</b> |
| 6. Workload demands affect instructional preparation                                     | 4.56        | 0.69        | Very High        |
| 7. Administrative responsibilities reduce time available for lesson planning             | 4.50        | 0.65        | Very High        |
| 8. Time constraints influence instructional quality                                      | 4.54        | 0.70        | Very High        |
| 9. Balancing multiple responsibilities presents professional challenges                  | 4.63        | 0.62        | Very High        |
| 10. Managing deadlines contributes to work-related pressure                              | 4.56        | 0.67        | Very High        |
| <b>Learning Resources</b>                                                                | <b>4.71</b> | <b>0.52</b> | <b>Very High</b> |
| 11. Availability of instructional materials influences lesson implementation             | 4.69        | 0.61        | Very High        |
| 12. Limited access to learning resources affects teaching strategies                     | 4.64        | 0.63        | Very High        |
| 13. Technological resources impact instructional delivery                                | 4.76        | 0.54        | Very High        |
| 14. Adequate materials support effective classroom instruction                           | 4.77        | 0.57        | Very High        |

|                                                                                                              |             |             |                  |
|--------------------------------------------------------------------------------------------------------------|-------------|-------------|------------------|
| 15. Resource limitations create barriers to achieving learning objectives                                    | 4.69        | 0.64        | Very High        |
| <b>Psychological Well-Being</b>                                                                              | <b>4.62</b> | <b>0.57</b> | <b>Very High</b> |
| 16. Work-related stress influences professional performance                                                  | 4.65        | 0.67        | Very High        |
| 17. Emotional demands affect instructional focus                                                             | 4.56        | 0.71        | Very High        |
| 18. Maintaining work-life balance presents challenges                                                        | 4.48        | 0.78        | Very High        |
| 19. Supportive work environments contribute to psychosocial well-being                                       | 4.69        | 0.60        | Very High        |
| 20. Professional well-being influences overall teaching effectiveness                                        | 4.70        | 0.62        | Very High        |
| <b>Challenges Encountered as a Whole</b>                                                                     | <b>4.60</b> | <b>0.51</b> | <b>Very High</b> |
| Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low |             |             |                  |

Table 3 presents the level of challenges encountered by ALS teachers as a whole and in terms of instructional delivery, workload and time management, learning resources, and psychological well-being.

In terms of instructional delivery, the overall mean of 4.50 (SD = 0.60) indicates a very high level of challenges encountered by ALS teachers. Among the indicators, ensuring clarity of instruction is challenging in large classes obtained the highest mean (M = 4.56, SD = 0.69). This was followed by addressing varying learning abilities presents instructional difficulties (M = 4.50, SD = 0.66) and maintaining learner attention during instruction can be demanding (M = 4.50, SD = 0.70). Meanwhile, delivering lessons effectively under diverse classroom conditions (M = 4.47, SD = 0.70) and integrating new teaching methods requires additional effort (M = 4.47, SD = 0.75) also received very high ratings. The findings indicate that ALS teachers regularly encounter instructional challenges arising from the diverse backgrounds, abilities, and learning needs of their learners. These results imply that differentiated instruction, continuous instructional support, and relevant professional development are necessary to help teachers deliver effective and inclusive learning experiences.

This finding is consistent with the study of Ancho and Arrieta (2021), who found that teachers implementing the Alternative Learning System encountered difficulties in delivering instruction due to diverse learner characteristics and the need to continuously adapt teaching strategies.

With regard to workload and time management, the overall mean of 4.56 (SD = 0.57) was interpreted as very high. The highest-rated indicator was balancing multiple responsibilities presents professional challenges (M = 4.63, SD = 0.62), followed by workload demands affect instructional preparation (M = 4.56, SD = 0.69) and managing deadlines contributes to work-related pressure (M = 4.56, SD = 0.67). Likewise, time constraints influence instructional quality (M = 4.54, SD = 0.70) and administrative responsibilities reduce time available for lesson planning (M = 4.50, SD = 0.65) also obtained very high ratings. These findings indicate that ALS teachers experience considerable workload and time pressures brought about by instructional, administrative, and other professional responsibilities. The results imply that excessive workload may reduce the time available for lesson preparation and learner support, highlighting the need for effective workload management and institutional assistance.

This finding supports the study of MacIntyre et al. (2020), which reported that increased workload and competing professional responsibilities contribute to teacher stress and affect the quality of instructional preparation and delivery.

In terms of learning resources, the overall mean of 4.71 (SD = 0.52) indicates a very high level of challenges. The highest-rated indicator was adequate materials support effective classroom instruction (M = 4.77, SD = 0.57), followed by technological resources impact instructional delivery (M = 4.76, SD = 0.54). Other indicators, including availability of instructional materials influences lesson implementation (M = 4.69, SD = 0.61),

resource limitations create barriers to achieving learning objectives ( $M = 4.69$ ,  $SD = 0.64$ ), and limited access to learning resources affects teaching strategies ( $M = 4.64$ ,  $SD = 0.63$ ), also received very high ratings. The findings suggest that the availability of instructional materials and technological resources remains a significant concern among ALS teachers. These results imply that adequate learning resources are essential in supporting effective instruction, while shortages in instructional materials and technology may limit teachers' ability to implement engaging and meaningful learning experiences.

This finding agrees with the study of Trinidad (2020), which concluded that the availability of appropriate instructional resources significantly influences teachers' effectiveness in implementing competency-based instruction and achieving learning outcomes.

Regarding psychological well-being, the overall mean of 4.62 ( $SD = 0.57$ ) was interpreted as very high. The highest-rated indicator was professional well-being influences overall teaching effectiveness ( $M = 4.70$ ,  $SD = 0.62$ ), followed by supportive work environments contribute to psychosocial well-being ( $M = 4.69$ ,  $SD = 0.60$ ) and work-related stress influences professional performance ( $M = 4.65$ ,  $SD = 0.67$ ). Meanwhile, emotional demands affect instructional focus ( $M = 4.56$ ,  $SD = 0.71$ ) and maintaining work-life balance presents challenges ( $M = 4.48$ ,  $SD = 0.78$ ) also received very high ratings. These findings indicate that ALS teachers recognize the importance of maintaining their psychological well-being while coping with the demands of teaching. The results imply that promoting a supportive work environment and providing mental health and wellness programs may help teachers manage stress, sustain motivation, and improve instructional effectiveness.

This finding is supported by the study of Pressley (2021), which found that teachers' psychological well-being and workplace support significantly influence their job performance, resilience, and commitment to quality instruction.

Overall, the challenges encountered by ALS teachers obtained a mean of 4.60 ( $SD = 0.51$ ), interpreted as very high. This indicates that ALS teachers experience considerable challenges related to instructional delivery, workload and time management, learning resources, and psychological well-being. Despite these challenges, teachers continue to perform their professional responsibilities and deliver instruction to diverse groups of learners. The consistently high ratings across all dimensions suggest that addressing these concerns through adequate institutional support, sufficient learning resources, manageable workloads, and teacher wellness programs can further strengthen instructional effectiveness and improve the quality of ALS implementation.

This result is consistent with the findings of Kim and Asbury (2020), who concluded that teachers continue to fulfill their instructional responsibilities despite experiencing substantial professional challenges, emphasizing the importance of organizational support and adequate resources in maintaining teaching effectiveness.

### Level of Coping Strategies Employed by ALS Teachers When Taken as a Whole and in terms of Instructional Adaptation, Time and Stress Management, Emotional Regulation and Support-Seeking Behavior

Table 4. Level of Coping Strategies Employed by ALS Teachers When Taken as a Whole and in terms of Instructional Adaptation, Time and Stress Management, Emotional Regulation, and Support-Seeking Behavior.

| Statements                                                        | Mean        | SD          | Interpretation   |
|-------------------------------------------------------------------|-------------|-------------|------------------|
| <b>Instructional Adaptation</b>                                   | <b>4.75</b> | <b>0.51</b> | <b>Very High</b> |
| 1. Modifying lesson plans helps address classroom challenges      | 4.77        | 0.56        | Very High        |
| 2. Diverse teaching methods are utilized to enhance understanding | 4.75        | 0.57        | Very High        |
| 3. Instructional adjustments are implemented when needed          | 4.66        | 0.66        | Very High        |
| 4. Continuous refinement of strategies improves lesson delivery   | 4.74        | 0.57        | Very High        |

|                                                                                                              |             |             |                  |
|--------------------------------------------------------------------------------------------------------------|-------------|-------------|------------------|
| 5. Innovation in teaching supports effective classroom management                                            | 4.81        | 0.53        | Very High        |
| <b>Time and Stress Management</b>                                                                            | <b>4.76</b> | <b>0.48</b> | <b>Very High</b> |
| 6. Structured scheduling improves task completion                                                            | 4.70        | 0.57        | Very High        |
| Table 4 continuation...                                                                                      |             |             |                  |
| 7. Prioritization of responsibilities enhances productivity                                                  | 4.75        | 0.55        | Very High        |
| 8. Stress management practices support professional performance                                              | 4.76        | 0.56        | Very High        |
| 9. Effective planning reduces work-related pressure                                                          | 4.81        | 0.52        | Very High        |
| 10. Organized routines contribute to instructional efficiency                                                | 4.80        | 0.53        | Very High        |
| <b>Emotional Regulation</b>                                                                                  | <b>4.76</b> | <b>0.50</b> | <b>Very High</b> |
| 21. Emotional control supports professional conduct.                                                         | 4.74        | 0.57        | Very High        |
| 22. Maintaining composure enhances classroom stability                                                       | 4.74        | 0.57        | Very High        |
| 23. Constructive responses to challenging situations promote effectiveness                                   | 4.75        | 0.58        | Very High        |
| 24. Emotional awareness contributes to better decision-making                                                | 4.76        | 0.56        | Very High        |
| 25. Professional interactions remain respectful despite difficulties                                         | 4.80        | 0.54        | Very High        |
| <b>Support Seeking Behavior</b>                                                                              | <b>4.81</b> | <b>0.48</b> | <b>Very High</b> |
| 26. Collaboration with colleagues improves instructional practices.                                          | 4.83        | 0.50        | Very High        |
| 27. Seeking professional guidance supports problem resolution.                                               | 4.82        | 0.51        | Very High        |
| 28. Participation in professional learning communities enhances competence.                                  | 4.79        | 0.53        | Very High        |
| 29. Peer support contributes to effective stress management.                                                 | 4.80        | 0.53        | Very High        |
| 30. Institutional support systems assist in addressing work-related concerns.                                | 4.80        | 0.53        | Very High        |
| <b>Coping Strategies as a Whole</b>                                                                          | <b>4.60</b> | <b>0.51</b> | <b>Very High</b> |
| Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low |             |             |                  |

Table 4 presents the level of coping strategies employed by ALS teachers as a whole and in terms of instructional adaptation, time and stress management, emotional regulation, and support-seeking behavior.

In terms of instructional adaptation, the overall mean of 4.75 (SD = 0.51) indicates a very high level of coping strategies employed by ALS teachers. Among the indicators, innovation in teaching supports effective classroom management obtained the highest mean (M = 4.81, SD = 0.53). This was followed by modifying lesson plans helps address classroom challenges (M = 4.77, SD = 0.56), diverse teaching methods are utilized to enhance understanding (M = 4.75, SD = 0.57), and continuous refinement of strategies improves lesson delivery (M = 4.74, SD = 0.57). The indicator instructional adjustments are implemented when needed (M = 4.66, SD = 0.66) obtained the lowest mean but was still interpreted as very high. These findings indicate that ALS teachers consistently adapt their instructional approaches to respond to learners' diverse needs and classroom situations. The results imply that teachers' willingness to modify teaching strategies enhances instructional effectiveness and enables them to address challenges encountered during the teaching-learning process.

This finding is consistent with the study of König et al. (2020), which found that teachers who continuously adapt instructional strategies are better able to respond to changing classroom demands and sustain effective teaching practices.

With regard to time and stress management, the overall mean of 4.76 (SD = 0.48) was interpreted as very high. The highest-rated indicator was effective planning reduces work-related pressure (M = 4.81, SD = 0.52), followed closely by organized routines contribute to instructional efficiency (M = 4.80, SD = 0.53). Likewise, stress management practices support professional performance (M = 4.76, SD = 0.56), prioritization of responsibilities enhances productivity (M = 4.75, SD = 0.55), and structured scheduling improves task completion (M = 4.70, SD = 0.57) also received very high ratings. These findings indicate that ALS teachers employ effective planning and organizational practices to manage their professional responsibilities and reduce work-related stress. The results imply that efficient time management enables teachers to balance instructional and administrative tasks while maintaining the quality of teaching.

This finding supports the study of MacIntyre et al. (2020), which reported that effective time management and stress management strategies help teachers maintain productivity, reduce occupational stress, and improve professional performance.

In terms of emotional regulation, the overall mean of 4.76 (SD = 0.50) indicates a very high level of coping strategies. The highest-rated indicator was that professional interactions remain respectful despite difficulties (M = 4.80, SD = 0.54). This was followed by emotional awareness contributes to better decision-making (M = 4.76, SD = 0.56), constructive responses to challenging situations promote effectiveness (M = 4.75, SD = 0.58), and both emotional control supports professional conduct (M = 4.74, SD = 0.57) and maintaining composure enhances classroom stability (M = 4.74, SD = 0.57). The findings suggest that ALS teachers consistently regulate their emotions and maintain professionalism despite the challenges associated with their work. These results imply that emotional regulation enables teachers to make sound decisions, sustain positive relationships with learners, and create a stable and supportive learning environment.

This finding agrees with the study of Aldrup et al. (2022), which found that teachers with strong social-emotional competence demonstrate better emotional regulation, establish positive classroom relationships, and respond more effectively to challenging situations.

Regarding support-seeking behavior, the overall mean of 4.81 (SD = 0.48) was interpreted as very high, making it the highest-rated dimension among the coping strategies. The highest-rated indicator was that collaboration with colleagues improves instructional practices (M = 4.83, SD = 0.50), followed by seeking professional guidance supports problem resolution (M = 4.82, SD = 0.51). The indicators peer support contributes to effective stress management (M = 4.80, SD = 0.53), institutional support systems assist in addressing work-related concerns (M = 4.80, SD = 0.53), and participation in professional learning communities enhances competence (M = 4.79, SD = 0.53) also obtained very high ratings. These findings indicate that ALS teachers highly value collaboration, professional guidance, and institutional support in addressing instructional and work-related concerns. The results imply that strong professional networks and collaborative learning opportunities enhance teachers' competence, improve problem-solving, and promote resilience in the workplace.

This finding is supported by the study of Trust et al. (2023), which reported that collaboration, professional learning communities, and peer support strengthen teachers' professional competence, instructional practices, and capacity to cope with workplace challenges.

Overall, the coping strategies employed by ALS teachers obtained a mean of 4.60 (SD = 0.51), interpreted as very high. This indicates that ALS teachers consistently utilize a variety of coping strategies to manage instructional challenges, workload demands, emotional pressures, and professional responsibilities. The consistently high ratings across all dimensions suggest that teachers actively employ adaptive and constructive approaches that enable them to remain effective despite the demands of the Alternative Learning System. The findings imply that strengthening professional development opportunities, collaborative support systems, and teacher wellness initiatives can further enhance teachers' resilience, instructional effectiveness, and overall professional well-being.

This result is consistent with the findings of Kim and Asbury (2020), who concluded that teachers who adopt adaptive coping strategies, maintain professional collaboration, and effectively manage workplace demands are more resilient and better able to sustain quality instruction despite challenging educational conditions.

### Level of Performance of ALS Teachers

Table 5. Level of Performance of ALS Teachers.

| Level of Teachers Performance | f   | Mean | SD   | Interpretation |
|-------------------------------|-----|------|------|----------------|
| Outstanding                   | 80  | 4.62 | 0.19 | Outstanding    |
| Very Satisfactory             | 28  |      |      |                |
| Satisfactory                  | 0   |      |      |                |
| Unsatisfactory                | 0   |      |      |                |
| Poor                          | 0   |      |      |                |
| Total                         | 108 |      |      |                |

Legend: (4.50-5.00)-Outstanding; (3.50-4.49)-Very Satisfactory; (2.50-3.49)-Satisfactory; (1.50-2.49)-Unsatisfactory; (1.00-1.49)-Poor

Table 5 presents the level of performance of the ALS teachers. The findings reveal that the majority of the respondents obtained an Outstanding performance rating, with 80 teachers. This is followed by 28 teachers who attained a Very Satisfactory performance rating. None of the respondents received Satisfactory, Unsatisfactory, or Poor performance ratings. Overall, the ALS teachers obtained a mean performance rating of 4.62 (SD = 0.19), which is interpreted as Outstanding.

The findings indicate that the ALS teachers consistently demonstrated a high level of competence in carrying out their instructional, professional, and administrative responsibilities. The predominance of teachers receiving Outstanding and Very Satisfactory ratings suggests that they effectively met or exceeded the performance standards set for Alternative Learning System educators. This result reflects their commitment to quality instruction, effective classroom management, learner-centered practices, and continuous professional growth. It also indicates that ALS teachers are capable of addressing the diverse learning needs of their learners while maintaining high standards of teaching performance.

The findings further imply that maintaining strong professional attributes, continuously enhancing instructional competencies, and providing adequate institutional support can help sustain high levels of teacher performance. Schools and educational leaders should continue investing in professional development programs, mentoring initiatives, and capacity-building activities to strengthen teachers' competencies and encourage continuous improvement. Sustaining these efforts will contribute to improved instructional quality and better learning outcomes for ALS learners.

This finding is consistent with the study of Toropova et al. (2021), which reported that teachers who receive adequate professional support, demonstrate strong instructional competence, and engage in continuous professional development are more likely to achieve higher levels of teaching performance and job effectiveness. Similarly, Burić and Kim (2021) found that teachers with high professional competence, motivation, and commitment consistently demonstrate better work performance and are more effective in meeting instructional goals despite workplace challenges.

## Relationship Between Professional Attributes and Performance of ALS Teachers

Table 6. Relationship Between Professional Attributes and Performance of ALS Teachers.

| Variable                                                | Test Statistics ( $r_s$ ) | p-value | Decision for $H_0$ | Interpretation |
|---------------------------------------------------------|---------------------------|---------|--------------------|----------------|
| Professional Attribute vs.<br>ALS Teachers' Performance | 0.238*                    | 0.013   | Reject $H_0$       | Significant    |

Table 6 presents the results of the Spearman rank-order correlation analysis examining the relationship between the professional attributes and the performance of ALS teachers. The analysis yielded a correlation coefficient of ( $r_s = 0.238$ ) with a p-value of 0.013. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant relationship between the professional attributes and the performance of ALS teachers.

The result implies a positive correlation between the two variables. This means that as the level of teachers' professional attributes increases, their performance also improves. In practical terms, ALS teachers who consistently demonstrate strong communication skills, patience and empathy, adaptability and flexibility, and creativity with technology integration are more likely to perform better in carrying out their instructional, professional, and administrative responsibilities. Although the strength of the relationship is relatively low, the findings suggest that professional attributes contribute meaningfully to teacher performance and support the delivery of quality education in the Alternative Learning System.

The findings further imply that teacher performance is influenced not only by professional attributes but also by other factors such as teaching experience, professional development opportunities, school leadership, organizational support, workload, availability of instructional resources, and teachers' motivation. While professional attributes serve as an important foundation for effective teaching, improving teacher performance requires a holistic approach that addresses both individual competencies and workplace conditions. Strengthening teachers' professional attributes through continuous training, mentoring, and capacity-building programs can therefore contribute to sustained improvements in teaching performance.

This finding is supported by the study of Burić and Kim (2021), which found that teachers with higher levels of professional competence, self-efficacy, and instructional skills consistently demonstrate better teaching performance and classroom effectiveness. Similarly, Toropova et al. (2021) reported that teachers' professional characteristics, together with supportive working conditions and opportunities for professional growth, significantly contribute to higher levels of job performance and instructional quality.

## Relationship Between Challenges Encountered and Performance of ALS Teachers

Table 7. Relationship Between Challenges Encountered and Performance of ALS Teachers.

| Variable                                                | Test Statistics ( $r_s$ ) | p-value | Decision for $H_0$ | Interpretation |
|---------------------------------------------------------|---------------------------|---------|--------------------|----------------|
| Challenges Encountered vs.<br>ALS Teachers' Performance | -0.692*                   | 0.039   | Reject $H_0$       | Significant    |

Table 7 presents the results of the Spearman rank-order correlation analysis examining the relationship between the challenges encountered and the performance of ALS teachers. The analysis yielded a correlation coefficient of ( $r_s = -0.692$ ) with a p-value of 0.039. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant relationship between the challenges encountered and the performance of ALS teachers.

The result implies a strong negative correlation between the two variables. This means that as the level of challenges encountered by ALS teachers increases, their level of performance tends to decrease. In practical terms, teachers who experience greater difficulties related to instructional delivery, workload, time management, learning resources, and psychological well-being are more likely to encounter limitations in maintaining high levels of teaching performance. Conversely, when these challenges are minimized or effectively managed, teachers are better able to carry out their instructional, administrative, and professional responsibilities, leading to improved performance.

The findings further imply that reducing workplace challenges is essential in sustaining teachers' effectiveness and productivity. Providing adequate instructional resources, manageable workloads, supportive leadership, professional development opportunities, and teacher wellness programs can help lessen the impact of work-related difficulties and enhance teacher performance. Addressing these challenges not only benefits teachers but also contributes to improved instructional quality and better learning experiences for ALS learners.

This finding is supported by the study of Pressley (2021), which found that increased workload, work-related stress, and limited institutional support significantly contribute to teacher burnout and reduced teaching effectiveness. Similarly, Burić and Kim (2021) reported that teachers who experience lower levels of occupational stress and greater professional well-being demonstrate higher instructional quality, stronger work engagement, and better overall job performance.

### Relationship Between Coping Strategies and Performance of ALS Teachers

Table 8. Relationship Between Coping Strategies and Performance of ALS Teachers.

| Variable                                             | Test Statistics ( $r_s$ ) | p-value | Decision for $H_0$ | Interpretation |
|------------------------------------------------------|---------------------------|---------|--------------------|----------------|
| Coping Strategies vs.<br>Performance of ALS Teachers | 0.570*                    | 0.050   | Reject $H_0$       | Significant    |

Table 8 presents the results of the Spearman rank-order correlation analysis examining the relationship between the coping strategies employed and the performance of ALS teachers. The analysis yielded a correlation coefficient of ( $r_s = 0.570$ ) with a p-value of 0.050. Since the p-value is equal to the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant relationship between the coping strategies employed and the performance of ALS teachers.

The result implies a moderate positive correlation between the two variables. This means that as ALS teachers employ more effective coping strategies, their level of performance also tends to improve. In practical terms, teachers who regularly utilize instructional adaptation, effective time and stress management, emotional regulation, and support-seeking behaviors are more likely to demonstrate higher levels of teaching performance. These coping strategies help teachers respond effectively to workplace demands, maintain instructional quality, and remain productive despite the challenges associated with the Alternative Learning System.

The findings further imply that strengthening teachers' coping strategies can contribute to improved professional performance. Schools and educational leaders should continue promoting teacher wellness programs, mentoring initiatives, professional learning communities, and stress management interventions that encourage resilience and adaptive coping. Providing opportunities for collaboration and continuous professional support can help teachers manage occupational demands more effectively while sustaining high-quality instruction and professional commitment.

This finding is supported by the study of Burić and Kim (2021), which found that teachers with stronger self-efficacy, emotional resilience, and adaptive coping strategies consistently demonstrate higher instructional quality and better job performance. Similarly, MacIntyre et al. (2020) reported that teachers who effectively

manage stress through adaptive coping strategies are more capable of maintaining productivity, instructional effectiveness, and professional well-being despite workplace challenges.

## CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

1. The ALS teaching workforce is predominantly composed of female teachers who are in the early to middle stages of their careers, with most assigned to rural schools.
2. ALS teachers are prepared to address the diverse learning needs of ALS learners and deliver quality instruction.
3. ALS teachers regularly face workplace demands that may affect the delivery of effective instruction.
4. ALS teachers frequently relied on support-seeking behavior, effective time and stress management, emotional regulation, and instructional adaptation, enabling them to respond constructively to the challenges encountered in the ALS program.
5. The ALS teachers consistently met or exceeded the expected standards of instructional, professional, and administrative performance.
6. Teachers who demonstrated stronger professional qualities were more likely to achieve better performance, highlighting the importance of developing essential professional competencies to enhance teaching effectiveness.
7. The challenges that ALS teacher face in workplace can adversely affect teachers' ability to perform their responsibilities effectively.
8. The coping strategies employed by ALS teachers were significantly related to their performance.

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