



## TEACHERS' SELF-EFFICACY, PRACTICES, AND DIFFICULTIES IN ALTERNATIVE LEARNING SYSTEM (ALS)

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### Boy B. Tachado

Education Program Specialist II, ALS, Philippines  
<https://orcid.org/0009-0009-1913-9268>

### Dr. Melba S. Tumarong

EPS-Math, Canlaon City Division, Philippines  
<https://orcid.org/0009-0005-2368-7030>

### Abstract:

This study aimed to determine the levels of teachers' self-efficacy, practices, and difficulties in Alternative Learning System (ALS) in two (2) small-sized divisions in the first congressional district of a province in Central Philippines during the School Year 2022-2023 as basis for an action plan. A descriptive research design was used, and 39 ALS teachers were the respondents of the study. It utilized a valid and reliable researcher-made questionnaire. This study found a high level of self-efficacy, a high level of practice, and a moderate level of difficulties in ALS. Significant differences existed in the level of self-efficacy in ALS according to learning resources as to civil status, highest educational attainment, and experience as ALS teacher; and in monitoring and evaluation as to age and highest educational attainment; but not significant in content and instruction and social interaction. As to the level of practice, significant differences existed in content and instruction, learning resources and monitoring and evaluation, in terms of age and experience as an ALS teacher, and learning resources in terms of highest educational attainment. However, no significant difference existed in social interaction. Finally, no significant difference was found in the level of difficulties teachers experience with ALS. The findings suggest that efforts in Alternative Learning Systems (ALS) should focus on sustaining the already high levels of self-efficacy and practices in ALS while addressing identified moderate levels of difficulties to further optimize the ALS learning experience.

**Keywords:** Self-efficacy, Practices, Difficulties, Alternative Learning System

### Introduction:

#### *Nature of the Problem*

Under Section 14 of Republic Act No. 9155, otherwise known as the "Governance of Basic Education Act of 2001," it was promulgated in Rule I Section 1.1 of its Rules and Regulations that the Department of Education (DepEd) shall take appropriate steps to make education accessible to all. With this, through R.A. No. 11510, "An Act Institutionalizing the Alternative Learning System (ALS) in Basic Education for Out-of-School Children in Special Cases and Adults," DepEd would respond to the need for a more systematic and flexible approach reaching to all types of learners outside the school system (R.A. 11510, 2020).

According to Azardon and Nato (2015), ALS provides a second chance at schooling to marginalized learners, and in the end, they are able to find a better job after pursuing education. Hence, the program requires mobile teachers who have self-efficacy belief in their ability to perform tasks given to them. Mobile teachers must bear self-efficacy pertaining to their focused choices, effort, and perseverance in applying content knowledge, preparing instructional materials, and evaluating learning progress.

In the same vein, mobile teachers of ALS must be able to have organized practices in their delivery for its overall implementation to be successful. Like any other program in DepEd, ALS has a very solid foundation that embodies the concept of learner-centered education. Among the practices of mobile ALS teachers, strong and effective networking among stakeholders is on the top list (Codamon, 2017). Being flexible, these teachers have made the ALS Program a viable alternative to existing formal education.

However, despite a mobile teacher's strong self-efficacy and the best practices employed while implementing ALS, they can face difficulties that could be directly or indirectly linked to the areas mentioned above. Because of the diversity of ALS learners and the scheme of lesson engagement that is different from a normal classroom setting, problems usually exist along the way that necessitates appropriate action.

In the research venue, the researcher observed that mobile teachers need help to deliver lessons across curriculum areas and levels, especially if their educational background is focused on a specialization. As to learning resources



provided, some are designed to support self-learning; however, monitoring the credibility of learners' answers takes a lot of work for a mobile teacher to validate due to the limited/staggered contact schedule. The instruction for submitting weekly written reflections sometimes cannot be relied upon by the mobile teachers, as learners are less competent in terms of writing skills.

With the premise asserted above, the researcher is prompted to conduct further investigation on the self-efficacy, practices, and challenges encountered by learners in the delivery of an Alternative Learning System so that an enhancement plan can be crafted.

### **Current State of Knowledge**

Self-efficacy is a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations (Ackerman, 2018). To put it in more simple terms, self-efficacy is a person's belief in their ability to succeed in a particular situation. When people are driven to work through their problems on their terms, they gain positive experiences that, in turn, boost their self-efficacy even more. Moreover, self-efficacy is a situation-specific construct and fluctuates depending on the task's perceived difficulty, which resources are available, the perception of obstacles, and the time allocated for the task (Skaalvik & Skaalvik, 2016). Therefore, a teacher's self-efficacy may be influenced by his or her perception of stressors (obstacles) in the environment, which may make the task more difficult to conduct.

In addition, teachers had to consider what the learners want to learn, how they want to learn, and when they want to learn. Indeed, ALS teachers need to believe in their capacity to strategize in addressing the varied learning needs of the learners (Flores, 2022). The strategies involve thoughtful planning and implementation of instructional methods, resources, and support mechanisms that accommodate the student population's varied learning styles, preferences, and abilities.

Azardon et al. (2023) provide evidence that lower-educated teachers in ALS possess the competence and resourcefulness needed to access additional funding or leverage community resources for educational purposes. In terms of social interaction, the self-efficacy of teachers in ALS is evident in the findings of Flores (2022) that there is only minimal support from Barangay Local Government Unit (BLGU) and Municipal Local Government Unit (MLGU). This influences the belief of the teachers that they can receive less support from these stakeholders when they attempt to make requests. Furthermore, Meshra et al. (2021) concluded in their study that the ALS for out-of-school young people was found to be a valuable investment to benefit poor young people living in slums in Manila. This is a success story that every ALS teacher has always believed to be capable of doing. Brania (2020) revealed that experienced teachers need to be more confident in their ability to discover new successes compared to their less experienced counterparts.

One very good practice of ALS is the review and increase of the relevance of the ALS learning content. Reviewing, updating, and monitoring the instructional content, including interventions to enhance both cognitive and socioemotional skills among learners, would improve their relevance to the labor market and pursuit of formal education (The World Bank Group, 2018). The ALS academic team, which includes teachers, coordinators, and administration, closely monitors students' progress during each term through formative and summative internal assessments aligned with the program's curriculum requirements and learning objectives (Valenzuela, 2022). Formative assignments vary in length and complexity and are conducted in class or assigned as homework. In contrast, summative assignments are the main tools for assessing the students' learning outcomes at the end of an instructional unit.

In the study of Abad and Galleto (2020), results revealed that ALS instruction's high support mechanism was small and positively low but significantly related to the teachers' highly positive attitudes towards work and the teachers' best practices in implementing the program. Moreover, the study revealed that the ALS mobile teachers provided best practices in delivering the content of the community's program. It means that they are tightly committed to teaching with the firm belief that when content is delivered substantially, education, in general, will change the lives of the out-of-school-youth learners in the locality. As confirmed by Arzadon et al. (2023), ALS mobile teachers could offer valuable insights to inform the practice of flexible and remote learning that can be utilized, especially among low-resourced learners enrolled in formal schools.

Difficulties can arise in various areas of life, including academic, professional, personal, or social contexts. An emerging body of work measures how much people endorse difficulty as important and difficulty as impossibility when considering their tasks and goals (Oyserman et al., 2017). According to The World Bank Group (2018), there is a range of challenges in striving to implement the ALS, which responds to out-of-school youth and adults who have various learning motivations and face diverse geographical and socioeconomic conditions. The most pressing one is the budget for ALS, which has remained at less than 1% of the public's basic education spending.

In addition, Campilla and Lopez (2019) found that the challenges encountered by ALS teachers include students' tardiness/absenteeism. Similarly, Flores (2022) revealed that absenteeism of ALS learners was the third common



problem encountered by ALS teachers. Instead of attending learning sessions, some learners opted to work to earn and support the family's basic needs. While irregular attendance is perceived to be a serious problem among learners, not by implementers, according to the study of Laquiores and Perez (2021). Also, Flores (2022) found that no significant difference existed in the extent of difficulties encountered by ALS teachers when they were grouped and compared according to their characteristics. However, the study conducted by Brania (2020) found that despite their experience, ALS teachers struggled to use appropriate resources for ALS learners because they were inadequate. The need for more resources and infrastructure in schools is a significant challenge facing education in the Philippines, particularly in rural areas (Bai, 2023).

### Theoretical Underpinnings

Three (3) theories built the foundation of this study: Albert Bandura's Theory of Self-Efficacy (1977), Pierre Bourdieu's Theory of Practice (1990), and David Perkin's Theory of Difficulty (2007).

Self-efficacy is a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations (Bandura, 1977). As stated by Bandura, individuals develop their self-efficacy beliefs by interpreting information from sources of influence, the most influential of which is the mastery experience or the interpreted result of one's previous performance (Lopez-Garrido, 2020). Mastery experiences provide evidence of whether one can master whatever it takes to succeed. Success in any undertaking lies in the process of constant practice and by unknowingly teaching oneself the capability of acquiring new skills. Hence, the Self-efficacy Theory posits a positive way of thinking, believing that one is capable of achieving tasks set out for oneself. It emphasizes the importance of the individual and the individual's perceptions of his/her personal capabilities as key determinants of successful outcomes.

This theory provides an anchor to this study as one of its variables considered is the teachers' level of self-efficacy. The teachers' beliefs may influence the task of delivering the ALS Program, in which they are capable of carrying out tasks such as applying content knowledge, preparing learning resources, and evaluating learning progress. With self-efficacy theory, it can be suggested that all individuals are competent and capable of success; hence, teachers can be empowered to attain goals. Furthermore, Self-efficacy theory, as linked to this study, suggests that it is the responsibility of the Department of Education to provide teachers with sufficient opportunities to engage in mastery experiences in order to sustain a strong sense of self-efficacy.

The second theory to which this study builds a strong foundation is the Theory of Practice by Pierre Bourdieu in 1972. Bourdieu's theory of practice is a set of 'thinking tools' for analyzing individuals 'life worlds' through empirical investigations (Bourdieu & Wacquant, 1992). This theory emphasizes that an individual's everyday practices are not always explicit and mediated by language, but instead, an individual's everyday practices are often implied and embodied. According to Apps et al. (2019), Bourdieu's Theory allows for consideration of both the objective and the subjective through the conceptualization of capital, habitus, and field; hence, the equation: [(habitus) (capital)] + field = practice]. Uncovering an individual's embodied knowledge is critical to implementing best practices that assist teachers in delivering alternatives to existing formal education instruction.

This research uses Bourdieu's Theory of Practice to uncover the embodied knowledge of teaching diverse learners in ALS programs so that what comes out successfully along the process can be translated into improved evidence-based best practices. The practice of applying content knowledge, preparing learning resources, and evaluating learning progress should incorporate an understanding of embodied knowledge to support second-chance learners to "everyday practices" in the light of their inability to join formally structured classes.

The third theory is David Perkins' (2007) Theory of Difficulty rooted in concrete difficulties. This theory assumes that nothing is difficult; it is something you have not understood, and when you understand this thing, it turns out to be easy (Sbahi, 2018). One cannot understand some things because they are beyond one's imagination. On the other hand, some things are dependent on the person's personality because it is his/her perspective that makes things either easy or difficult. The way one sees things makes a lot of difference. Some regard a problem as a challenge, while others regard it as an excuse to diminish their ability.

The theory mentioned is deliberated as the basis for the framework of the study. It helps the researcher establish the difficulties ALS teachers encounter in the implementation of ALS. This provides a framework for the development of this study, specifically on the variables relative to difficulties encountered.

### Objectives

This study aimed to determine the levels of teachers' self-efficacy, practices, and difficulties in Alternative Learning System (ALS) in two (2) small-sized divisions in the first congressional district of a province in Central Philippines during the School Year 2022-2023 as basis for an action plan. Specifically, this research sought to answer the following questions: 1) the level of teachers' self-efficacy in ALS in terms of the area in content and instruction,



learning resources, social interaction, monitoring and evaluation; 2) the level of teachers' practices in ALS in terms of the aforementioned areas; 3) the significant difference in the level of teachers' self-efficacy in ALS when grouped and compared according to the aforementioned variables; 4) the significant difference in the level of teachers' practices in ALS when grouped and compared according to the aforementioned variables; and 5) the significant difference in the level of teachers' difficulties in ALS when grouped and compared according to the aforementioned variables.

## **Methodology**

This section presents a discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedures for data analysis.

## **Research Design**

This study used descriptive research design to determine the levels of teachers' self-efficacy, practices, and difficulties in the Alternative Learning System (ALS) in two (2) small-sized divisions in the first congressional district of a province in Central Philippines during the School Year 2022-2023 as the basis for an action plan. According to Siedlecki (2020), descriptive research design describes individuals, events, or conditions by studying as they are in nature. This design looks at the characteristics of the population or variations of the characteristics or identifies problems existing within a population. Descriptive research design is appropriate for studies which aims to find out what prevail in the present condition on relationship held opinions and beliefs, processes and effects and developing trends. Hence, this is the design that the researcher will use to determine the levels of teachers' self-efficacy, practices, and difficulties in ALS programs that are currently happening.

## **Study Respondents**

The respondents of the study were 39 ALS teachers. Total enumeration was considered, and purposive sampling was used. Purposive sampling is a non-probability sampling in which researchers rely on their judgment when choosing population members to participate in their surveys (Alchemer, 2020). As the name suggests, researchers choose the respondents on purpose because they think these individuals fit the profile of the people they need to reach. Table 1 shows the distribution of respondents.

## **Instruments**

The study used a self-made survey questionnaire. It was subjected to validity (4.76-excellent) and reliability results are as follows: 0.861 is interpreted as Good for the level of teachers' self-efficacy, 0.859 is Good for the level of teachers' practices, and 0.738 is Acceptable for the level of teacher difficulties. All of them were interpreted as worthy and good; respectively. The questionnaire was composed of four (4) parts. Part I of the questionnaire involves the respondents' demographic data such as age, sex at birth, civil status, highest educational attainment, and years of experience as ALS teachers. Part II involves the level of self-efficacy, and Part III on the level of practices; both cover the same area, such as content and instruction, learning resources, social interaction, and monitoring and evaluation. Part IV involves the level of difficulties teachers with ALS experience. Each area in Part II and Part III has 8-line items, for a total of 64 items for both parts. For the level of difficulties, 10 line items were identified. The respondents rated each item as 5-Always, 4-Often, 3-Sometimes, 2-Rarely and 1-Almost Never

## **Data Gathering Procedure**

In order to collect the data, a formal letter of permission was sent to the Schools Division Superintendents of the two (2) divisions for their consent to allow data collection at the target respondents. When the notice of agreement was returned, the researcher started administering the questionnaire personally. After retrieving all questionnaires, the researcher organized the data for statistical interpretation.

## **Data Analysis and Statistical Treatment**

Objective No. 1 employs the descriptive-analytical scheme and mean to determine the level of teachers' self-efficacy in an Alternative Learning System (ALS) in terms of content and instruction, learning resources, social interaction, monitoring, and evaluation.

Objective No. 2 employs the descriptive-analytical scheme and mean to determine the level of teachers' practices in ALS in terms of the aforementioned areas.



Objective No. 3 used the comparative-analytical scheme and Mann-Whitney U test to determine the significant difference in the level of teachers' self-efficacy in the delivery of ALS when grouped and compared according to the aforementioned variables.

Objective No. 4 used the comparative-analytical scheme and Mann-Whitney U test to determine the significant difference in the level of teachers' practices in ALS when grouped and compared according to the aforementioned variables.

Objective No. 5 used the comparative-analytical scheme and Mann-Whitney U test to determine the significant difference in the level of teachers' difficulties in ALS when grouped and compared according to the aforementioned variables.

### **Ethical Consideration**

In this study, the researcher observed the proper protocol by asking permission from the Schools Division Superintendents to conduct the study. The researcher proceeded to ask for the respondents' consent to participate in this study. Also, to address ethical issues, the researcher informed the respondents that writing their names in the questionnaire would be optional to ensure anonymity and confidentiality. The issues of anonymity and confidentiality were discussed in the Informed Consent Form signed by the participants before the interview. The researcher made sure to avoid harm to the respondents. Though responses were recorded, he likewise ensured that all the data collected from this study were dealt with utmost respect and confidentiality. Under no circumstances did this research divulge the individual or collective identities of the study informants, as doing so violates the research ethics.

### **Results and Discussion:**

This section presents, analyzes, and interprets the data that were gathered consistent with its predetermined objectives.

**Table 1**

*Level of Teachers' Self-Efficacy in Alternative Learning Systems (ALS) in the Area of Content and Instruction*

<b>Areas</b>	<b>Mean</b>	<b>Interpretation</b>
In applying content knowledge, I believe...		
1. I have extensive background knowledge of all the contents of every subject.	4.21	High Level
2. I can sustain ALS learners' interest in the subject matter.	4.38	High Level
3. I will be able to achieve most of the learning goals I set for my ALS learners	4.41	High Level
4. I can let ALS learners understand better through my way of presenting the lesson	4.54	Very High Level
5. I can demonstrate accurate and updated content using appropriate approaches and engaging activities.	4.36	High Level
6. I can succeed in addressing the needs and difficulties of ALS learners through appropriate illustrative examples.	4.49	High Level
7. I can relate concepts to the experiences of ALS learners	4.62	Very High Level
<b>Overall Mean</b>	<b>4.31</b>	<b>High Level</b>

Table 1 presents the level of self-efficacy in ALS in the area of content and instruction. As presented in the table, it had an overall mean of 4.31, which is interpreted as a high level. The highest mean of 4.62, or a very high level, was obtained by item no. 7 on the ALS teachers believing that they can relate concepts to the experiences of ALS learners. The lowest mean was obtained by item no. 1, with a mean score of 4.21 or a high level. It is believed that ALS teachers have extensive knowledge of every subject's contents. This implies that ALS teachers find themselves less well-versed in every aspect of any subject's contents as they were made to teach all subjects most of the time. This finding supports that of Abad and Galleto (2020), revealing that the ALS mobile teachers are strongly committed to teaching the ALS learners with the firm belief that when content is delivered substantially, education, in general, would change the lives of the out-of-school-youth learners in the locality.

**Table 2**

*Level of Teachers' Self-Efficacy in Alternative Learning System (ALS) in the Area of Learning Resources*

<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
I believe...		
1. I am capable of preparing instructional materials that are engaging.	4.59	Very High Level
2. I can give emphasis on learners' collaborative skills through the learning activity sheets.	4.59	Very High Level
3. I can work well with the use of technology.	4.62	Very High Level



4. I can localize specific examples of the modules and learning activity sheets.	4.51	Very High Level
5. I can modify difficult activities without compromising competency.	4.21	High Level
6. I will be able to find a budget for the reproduction of localized supplementary materials.	3.67	High Level
7. I will be able to look for adequate sources of materials and equipment.	3.97	High Level
8. I can assure quality of the content and language used.	4.26	High Level
<b>Overall Mean</b>	<b>4.30</b>	<b>High Level</b>

Table 2 reveals the level of self-efficacy in ALS in the area of learning resources. It is evident in the table that the respondents' level of self-efficacy in this area was high, as evident in the overall mean score of 4.30. Item no.3 got the highest mean score of 4.62 or very high level on the ALS teachers' belief that they can work well with the use of technology. This contradicts the finding of Pablo (2021) in his study on Competencies of Alternative Learning System Mobile Teachers in the Schools Division of Nueva Ecija that using ICT facilities in teaching different learning strands was the item with the lowest mean. Meanwhile, item no. 6 got the lowest mean score of 3.67, which is interpreted as a high level. This is due to the ALS teachers' belief that they would be able to find a budget for the reproduction of localized supplementary materials. This is because budgeting for the purchase and reproduction of additional materials to supplement the existing ones is within the capacity of the teachers. This aligns with what is stated in DepEd Order 27 (2021) that under the scope of the teaching and learning resources of the Support to Operations Funds of ALS are expenses for the development, contextualization, and printing/reproduction of existing and/or newly developed ALS teaching and learning resources like teaching and learning supplies and materials. This is substantiated by Abad and Galleto (2020), who state that the support mechanism for ALS instruction needs to be higher, along with the financial resources.

**Table 3**

*Level of Teachers' Self-Efficacy in Alternative Learning System (ALS) in the Area of Social Interaction*

<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
As an ALS teacher, I believe I can...		
1. earn the support of the LGUs, GOs, and NGOs to support the implementation of ALS.	3.72	High Level
2. raise public awareness of the programs offered by the ALS.	4.74	Very High Level
3. showcase the different ALS best practices	4.31	High Level
4. discover new ALS success stories.	4.59	Very High Level
5. strengthen the partnership between ALS and different stakeholders.	4.54	Very High Level
6. generate the needed resources and services for delivery of the programs.	4.23	High Level
7. urge the learners to make sure of everyone's safety within their community.	4.72	Very High Level
8. encourage parents and family members of ALS learners for support.	4.54	Very High Level
<b>Overall Mean</b>	<b>4.43</b>	<b>High Level</b>

Table 3 displays the level of teachers' self-efficacy in the Alternative Learning System (ALS) in the area of social interaction. As displayed in the table, the overall mean score was 4.43, with a verbal interpretation of high level. The highest mean was gained by item no. 7 on ALS teachers' belief that they can urge the learners to make sure of everyone's safety within their community. On the other hand, the lowest mean result of 3.72, or a high level, was in item no. 1 on ALS teachers' believing that they can earn the support of the LGUs, GOs, and NGOs to support the implementation of ALS. It has to be noted that support coming from the local government and other sectors of society is very important in the delivery of ALS projects and programs since ALS caters to depressed and underserved learners. Yet ALS is one of many DepEd programs that stakeholders need to sustain; that is why the ALS teachers believe that stakeholders have extended less support to it as there may be other program implementations that are more urgent for stakeholders to heed and address. This aligns with the findings of Flores (2022) that there is only minimal support from Barangay Local Government Unit (BLGU) and Municipal Local Government Unit (MLGU) - this influence the belief of the teachers that they can receive less support from these stakeholders when they attempt to make requests. Moreover, this conforms with Arpillada's (2018) study that stakeholders' inadequacy is evident, particularly those coming from the local government officials and the students' parents. Thus, despite the remarkable progress in expanding access to basic education, ALS instruction's support mechanisms, such as instructional materials, facilities and equipment, financial resources, and cooperation from stakeholders, remained elusive (Abasolo, 2017). Support from the parents and government officials or cooperation from stakeholders plays a big role in the ALS program for the security of the learners and implementers in the community (Baccal & Ormilla, 2021).

**Table 4**

*Level of Teachers' Self-Efficacy in Alternative Learning System (ALS) in the Area of Monitoring and Evaluation*

<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
1. I can use various tools in giving judgement to learners' performance.	4.28	High Level



2. I can give useful feedback on time.	4.69	Very High Level
3. I have the capacity to keep accurate records of learners' data.	4.74	Very High Level
4. I will be able to successfully let the learners demonstrate their own learning	4.69	Very High Level
5. I can facilitate learners in writing quality written reflections.	4.36	High Level
6. I can manage using assessment tools prescribed by DepEd-ALS.	4.59	Very High Level
7. I can easily use the rubrics to evaluate performance tasks.	4.33	High Level
8. I am certain that different learning styles must be considered in the evaluation.	4.59	Very High Level
<b>Overall Mean</b>	<b>4.54</b>	<b>Very High Level</b>

Table 4 shows the level of self-efficacy in ALS in the area of monitoring and evaluation. The overall mean score of 4.54, or a very high level, was obtained in this area. Similarly, a very high-level mean score of 4.74 was obtained by item no. 3 on believing that ALS teachers have the capacity to keep accurate records of learners' data. However, the lowest mean score of 4.28, interpreted as a high level, was obtained by item no. 1 on believing that ALS teachers can use various tools in giving judgment to learners' performance. Though ALS teachers are aware of the value of assessment rubrics, they need to pay more attention to them as they are more focused on the delivery rather than on the evaluation. Also, teachers had to consider what the learners want to learn, how they want to learn, and when they want to learn. Indeed, ALS teachers need to strategize to address the varied learning needs of the learners (Flores, 2022).

**Table 5**

*Level of Teachers' Practices in ALS in the Area of Content and Instruction*

<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
In terms of content and instruction, I practice...		
1. demonstrating mastery of all the subject contents.	4.59	Very High Level
2. making content meaningful and relevant to learners' daily experiences.	4.77	Very High Level
3. explaining learning goals clearly before discussing the lesson proper	4.74	Very High Level
4. presenting lesson logically in a developmental manner.	4.56	Very High Level
5. applying the most appropriate approaches and engaging strategies to demonstrate accurate and updated content.	4.67	Very High Level
6. modifying activities and examples to be appropriate to the needs and capabilities of the ALS learners	4.44	High Level
7. relating concepts to ALS learners' experiences.	4.92	Very High Level
8. asking thought-provoking questions rather than simple recall questions	4.38	High Level
<b>Overall Mean</b>	<b>4.63</b>	<b>Very High Level</b>

Table 5 reveals the level of teachers' practices in ALS in the area of content and instruction. As revealed in the table, it had an overall mean of 4.63 with a verbal interpretation of a very high level. Item no. 7 got the highest mean score of 4.92, or a very high level of relating concepts to ALS learners' experiences. Meanwhile, item no. 8 got the lowest mean score of 4.38, which is still interpreted as a very high level. It is the practice of asking thought-provoking questions rather than simple recall questions. This means that ALS teachers were trying to follow the art of questioning, which does not settle only on simple recall. However, the frequency of asking questions that provoke higher-order thinking skills depends only on the learning ability of the ALS learners as they still adhere to learner-centered philosophy in teaching. This result contradicts that of Pablo (2021), where the teachers obtained the highest mean on being knowledgeable on the content and application of learning areas. Additionally, there has been no deviation in the curriculum content, only some additional special activities observed in the center (Corsega & Alicarte, 2013).

**Table 6**

*Level of Teachers' Practices in ALS in the Area of Learning Resources*

<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
In preparing learning resources, I practice...		
1. designing materials that are engaging.	4.51	Very High Level
2. including activities that emphasize learners' collaborative skills.	4.51	Very High Level
3. resorting to the use of technology for a quality output	4.44	High Level
4. localizing specific examples of the modules and learning activity sheets.	4.33	High Level
5. modifying difficult activities for ease of understanding.	4.49	High Level
6. ensuring availability of budget before reproducing localized supplementary materials.	4.23	High Level
7. ensuring that adequate materials and equipment are available.	4.54	Very High Level
8. assuring the quality of the content and language used.	4.64	Very High Level
<b>Overall Mean</b>	<b>4.46</b>	<b>High Level</b>



Table 6 depicts the level of teachers' practices in the area of learning resources. It is evident in the table that the overall mean is 4.46, or a high level, and the highest mean result is 4.64, or a very high level, on item no. 8. It is on the practice of ALS teachers on assuring the quality of content and language used. Regarding the lowest mean result, it is obtained by item no. 6 on the practice of ALS teachers on ensuring the availability of budget before reproducing localized supplementary materials, with a score of 4.23 or high level. This connects with the result in Table 4, where the teachers believe they are less capable of looking for a budget as it is not their job; hence, they are less likely to do this task. It means that despite the perceived lack of financial resources as a support mechanism for ALS education, the ALS program is continuously implemented as a result of the best practices and positive attitudes of mobile teachers. The present finding contradicted Abasolo's (2017) and Nonong's (2022) investigations, whose study revealed that ALS mobile teachers' practices were good, especially in terms of financial resources. Bacal and Omilla (2021) also confirmed in their study that financial resource appropriation, availability, and sufficiency exist in the ALS program implementation.

**Table 7**  
*Level of Teachers' Practices in ALS in the Area of Social Interaction*

Items	Mean	Interpretation
<i>To ensure social interaction, I...</i>		
1. participate in the mapping activity to gather data of Out-of-School children, youths and adults.	4.82	Very High Level
2. distribute leaflets that contain information such as whom to contact when interested in enrolling in ALS.	4.62	Very High Level
3. joined "virtual" among ALS mobile teachers	4.85	Very High Level
4. join in-service training to reskill and upskill my competence in teaching	4.95	Very High Level
5. help in the orientation of new teachers to familiarize them with their work environment.	4.72	Very High Level
6. attend virtual seminars to be equipped with updated strategies for teaching	4.79	Very High Level
7. post "tarp papers" in the vicinity so everyone in the community understands the objectives of ALS	4.79	Very High Level
8. participate in local activities initiated by other stakeholders	4.82	Very High Level
<b>Overall Mean</b>	<b>4.79</b>	<b>Very High Level</b>

Table 7 shows the level of teachers' practices in ALS in the area of social interaction. An overall mean of 4.79, interpreted as a very high level, was obtained in this area. The highest mean of 4.95, or a very high level, was obtained by item no. 4 on the practice of joining in-service training to reskill and upskill their competence in teaching. As regards the lowest mean result of 4.62, which is still a very high level, it was obtained by item no. 2 on practicing the distribution of leaflets that contain information such as whom to contact when interested in enrolling in ALS. This indicates that since teachers have no control regarding budget allocation, they have less capacity to reproduce and distribute campaign materials to interact with potential ALS enrollees who cannot be easily reached through face-to-face campaigns. However, they were able to find ways to do the task. Such successful campaigns done by ALS mobile teachers in their ways can be proven by the report of Cabrera (2022) in *The Philippine Star*, that the DepEd secretary expressed happiness that the enrollment rate of the ALS has gone up through the years through the concerted effort of the DepEd to reach the Out-of-School Youths nationwide. With this, the mobile teachers are to be commended as they are frontlines of DepEd in inviting more learners to enroll in ALS.

**Table 8**  
*Level of Teachers' Practices in ALS in the Area of Monitoring and Evaluation*

Items	Mean	Interpretation
<i>In evaluating learning progress, I...</i>		
1. using more than one tools in giving judgements to ALS learners' performance.	4.44	High Level
2. giving timely and useful feedback.	4.69	Very High Level
3. keeping accurate records of ALS learner's performance levels.	4.85	Very High Level
4. letting the ALS learners demonstrate their learning.	4.82	Very High Level
5. Collecting ALS learners' written reflections.	4.59	Very High Level
6. using assessment tools based on the DepEd-ALS Curriculum Guide.	4.41	High Level
7. using rubric for evaluating learners' performance tasks.	4.44	High Level
8. considering different learning styles of the learners while evaluating their progress.	4.69	Very High Level
<b>Overall Mean</b>	<b>4.62</b>	<b>Very High Level</b>





Table 8 presents the level of teacher's practices in the area of monitoring and evaluation. This got an overall mean score of 4.62, with a verbal interpretation of a very high level. Item no. 3 got the highest mean result of 4.85 which is very high level, on the practice of keeping accurate records of ALS learner's performance level. On the other hand, item no. 6 got the lowest mean score of 4.41, or a high level on the practice of using assessment tools based on the DepEd ALS Curriculum Guide. This implies that teachers resort to using assessment instruments aside from those provided in the DepEd ALS Curriculum Guide that are not so difficult on the part of the ALS learners. This finding supports the result of the study of Labarrete (2019) revealing that the ALS curriculum is conventionally facilitated and occasionally modified by the teachers because the ALS learners find it challenging to do writing activities using the English language.

**Table 9**  
*Difference in the Level of Teachers' Self-Efficacy in ALS in the Area of Content and Instruction When Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	12	17.45	131.00	0.117		Not Significant
	Older	17	23.45				
<b>Civil Status</b>	Single	11	10.73	52.00	0.001	0.05	Significant
	Married	28	23.64				
<b>Highest Educational Attainment</b>	Lower	18	18.83	107.00	0.020		Significant
	Higher	21	21.00				
<b>Years of Experience as an ALS Teacher</b>	Shorter	27	15.94	52.50	0.000		Significant
	Longer	12	20.50				

Table 9 shows the difference in the level of teachers' self-efficacy in ALS in the area of content and instruction when grouped and compared according to age, civil status, highest educational attainment, and years of experience as an ALS teacher. Regarding age groupings, younger teachers had a mean rank of 17.45, while older teachers had a mean rank of 23.75, having a test score of 131.00 and not statistically significant with a p-value of 0.117. In terms of civil status, the single teachers had a mean rank of 10.73, and the married teachers had 23.64, shaving a test core of 52.00 and was significant at a p-value of 0.001. As to the highest educational attainment, those who belonged to the lower category had a mean rank of 18.83, while those in the lower category had a mean rank of 21.00, achieving a test score of 107.00, which was determined to be statistically significant with a p-value of 0.020. As to years of experience as an ALS teacher, those who belonged to the shorter category had a mean rank of 5.94, while those in the longer category had 29.13, achieving a test score of 52.50, which was determined to be statistically significant with a p-value of 0.000.

Based on the results, the null hypothesis that there is no significant difference in the level of teachers' self-efficacy in ALS in the area of content and instruction when grouped and compared according to civil status, highest educational attainment, and years of experience as an ALS teacher was rejected; but not rejected in terms of age. As no significant difference existed in terms of age, this means that regardless of whether the teachers are young or old, they are equally capable and confident in delivering content and instruction to their students as they possess the necessary skills and expertise to effectively teach the content required in the ALS curriculum. It can be inferred further that younger and older teachers show similar levels of dedication, passion, and expertise in their teaching practices.

Significant differences existed in terms of civil status, highest education attainment, and years of experience as ALS teachers. Civil status can be accounted for by the fact that married teachers tend to have higher self-efficacy as they often benefit from a supportive home environment. Single teachers, on the other hand, may face more challenges in balancing their personal and professional lives, which can affect their self-efficacy. This is evident in the results where the married group obtained a mean rank of 23.64 while the younger counterpart had only 23.64.



Also, teachers with higher educational attainment generally exhibit a higher self-efficacy regarding content knowledge and instructional strategies because their educational background equips them with a broader range of instructional strategies and methodologies, allowing them to cater to diverse learning needs and facilitate a more enriching educational experience for their students. The mean rank results of 21.00 for the higher group and 18.83 for the lower group would prove this difference.

Furthermore, when compared to teachers who are just new in the service, experienced teachers tend to have higher self-efficacy in both content and instruction due to their deeper understanding of the curriculum. On the other hand, teachers with fewer years of experience may still be in the process of mastering the content. They may need help delivering it effectively while experimenting with different instructional techniques. The mean ranks of 20.50 for the longer category and 15.94 for the shorter category of the years in service as an ALS teacher would justify this difference.

The result aligns with that of Candido and Silva's (2021) study that there is no significant difference in teachers' knowledge of pedagogical content in terms of teaching experience, and contradicts that of Malinen et al. (2013), revealing a significant difference in existing in self-efficacy in terms of professional experience.

**Table 10**

*Difference in the Level of Teachers' Self-Efficacy in ALS in the Area of Learning Resources When Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	12	22.32	180.00	0.856		Not Significant
	Older	17	19.59				
<b>Civil Status</b>	Single	11	13.55	83.00	0.026	0.05	Significant
	Married	28	22.54				
<b>Highest Educational Attainment</b>	Lower	18	18.83	107.00	0.020		Significant
	Higher	21	21.00				
<b>Years of Experience as an ALS Teacher</b>	Shorter	27	18.52	52.50	0.000		Significant
	Longer	12	23.33				

Table 10 shows the difference in the level of teachers' self-efficacy in ALS in the area of learning resources when grouped and compared according to age, civil status, highest educational attainment, and years of experience as an ALS teacher. In terms of age groupings, younger teachers had a mean rank of 22.32, whereas older teachers had 19.59, having a test score of 180.00 with a p-value of 0.856, which is greater than the alpha of 0.05. When considering civil status, it was found that single teachers had a mean rank of 13.55, while married teachers had 22.50, obtaining a test score of 83.00 with a p-value of 0.026, which is less than the significance level of 0.05. When examining their highest educational attainment, it was observed that those in the lower group had a mean rank of 18.83, whereas those in the higher group had 21.00; achieving a test score of 107.00 with a p-value of 0.020, which is lower than the alpha of 0.05. As to years of experience as an ALS teacher, those in the shorter category had a mean rank of 18.32, while those in the longer category had 23.33. The test score was 52.00, with a p-value of 0.000, which is less than the alpha value of 0.05

Thus, the null hypothesis that there is no significant difference in the level of teachers' self-efficacy in ALS in the area of learning resources when grouped and compared according to civil status, highest educational attainment, and years of experience as an ALS teacher was rejected; but not rejected in terms of age. Similarly, as in Table 48, no significant differences existed in terms of age, which indicates that both younger and older teachers show a strong understanding of the importance of learning resources as they actively incorporate them into their teaching practices in the same manner.

Factors such as being married, having advanced degrees, and having more experience contribute to higher self-efficacy in utilizing learning resources. Married teachers often have more stability in their personal lives, which influences their confidence in effectively utilizing learning resources. Likewise, those with advanced degrees, such as Master's or Doctorate degrees, have pursued extensive studies and research in their respective fields, equipping them with a deeper understanding of effective teaching strategies and a wider range of learning resources. Over time, experienced teachers develop a collection of successful teaching techniques and a keen understanding of which learning resources work best for their ALS learners.



The findings of this study confirm that Consuelo (2021) found that teaching experience and age did not substantially impact teachers' self-efficacy in utilizing resource materials effectively in the ALS setting. In a descriptive study conducted by Eborá and Guillo (2014), findings revealed that the classrooms for ALS instruction and the learning modules were very much adequate for ALS instruction, and the paper and pencil test was applicable to the type of ALS learners. Furthermore, a significant difference existed in learning resources.

**Table 11**

*Difference in the Level of Teachers' Self-Efficacy in ALS in the Area of Social Interaction When Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	12	18.27	149.00	0.292		Not Significant
	Older	17	22.24				
<b>Civil Status</b>	Single	11	16.64	117.00	0.259	0.05	Not Significant
	Married	28	21.32				
<b>Highest Educational Attainment</b>	Lower	18	20.67	168.00	0.568		Not Significant
	Higher	21	19.43				
<b>Years of Experience as an ALS Teacher</b>	Shorter	27	19.15	139.00	0.499		Not Significant
	Longer	12	21.92				

Table 11 shows the difference in the level of teachers' self-efficacy in ALS in the area of social interaction when grouped and compared according to age, civil status, highest educational attainment, and years of experience as an ALS teacher. As to age, the mean ranks of the younger and older categories were 18.27 and 22.24, respectively, with a test score of 149.00 and a p-value of 0.292. As to civil status, the mean ranks of the single and married categories were 16.64 and 21.32, respectively, with a test score of 117.00 and a p-value of 0.259. As to highest educational attainment, the mean ranks of the lower and higher categories were 20.67 and 19.43, respectively, with a test score of 168.00 and a p-value of 0.568. As to years of experience as an ALS teacher, the mean ranks of the shorter and older categories were 19.15 and 21.92, respectively, with a test score of 139.00 and a p-value of 0.499.

All the p-values being greater than the 0.05 level of significance prompted the acceptance of the null hypothesis that there is no significant difference in the level of teachers' self-efficacy in ALS in the area of social interaction when grouped and compared according to age, civil status, highest educational attainment, and years of experience as ALS teacher.

First of all, age does not play a significant role in determining teachers' self-efficacy in the area of social interaction in ALS. This implies that regardless of whether a teacher is young or old, they possess similar levels of self-efficacy in effectively engaging with students and promoting social interactions within the ALS environment. Second, civil status does not have an impact on teachers' self-efficacy in ALS. This means that whether a teacher is single or married, their ability to foster social interaction among students remains consistent.

Furthermore, regardless of whether ALS teachers have a bachelor's degree only or higher, their self-efficacy in social interaction remains consistent. This suggests that formal education only significantly impacts their ability to engage socially. Additionally, whether fresh graduates or seasoned professionals, ALS teachers with varying years of experience exhibit similar levels of self-efficacy in social interaction.

**Table 12**

*Difference in the Level of Teachers' Self-Efficacy in ALS in the Area of Monitoring and Evaluation When Grouped and Compared According to the Aforementioned Variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
<b>Age</b>	Younger	12	16.64	113.00	0.036	0.05	Significant
	Older	17	24.35				
<b>Civil Status</b>	Single	11	20.59	147.50	0.842		Not Significant



		Married	28	19.77			
<b>Highest Educational Attainment</b>		Lower	18	24.00	117.00	0.043	Significant
		Higher	21	16.57			
<b>Years of Experience as an ALS Teacher</b>		Shorter	27	18.09	110.50	0.118	Not Significant
		Longer	12	24.29			

Table 12 shows the difference in the level of teachers' self-efficacy in ALS in the area of monitoring and evaluation when grouped and compared according to age, civil status, highest educational attainment, and years of experience as an ALS teacher. As to age, the mean ranks of the younger and older categories were 16.64 and 24.35, respectively, with a test score of 113.00 and a p-value of 0.036. As to civil status, the mean ranks of the single and married categories were 20.59 and 19.77, respectively, with a test score of 147.50 and a p-value of 0.842. Regarding the highest educational attainment, the mean ranks of the lower and higher categories were 24.00 and 16.57, respectively, with a test score of 117.00 and a p-value of 0.043. As to years of experience as an ALS teacher, the mean ranks of the shorter and older categories were 18.09 and 24.29, respectively, with a test score of 110.50 and a p-value of 0.118.

The above results prompted the rejection of the null hypothesis that there is no significant difference in the level of teachers' self-efficacy in ALS in the area of monitoring and evaluation when grouped and compared according to age and highest educational attainment. However, when grouped and compared according to civil status and years of experience as an ALS teacher, no significant difference existed; hence, the null hypothesis was accepted.

When teachers' self-efficacy in ALS is compared and grouped according to age and highest educational attainment, a notable disparity is observed in the area of monitoring and evaluation. This implies that older teachers may have been educated during a time when monitoring and evaluation practices were less advanced. In addition, teachers with higher educational attainment may have received more training and exposure to various monitoring and evaluation strategies, enabling them to track student progress and identify areas for improvement effectively. On the other hand, regardless of whether an ALS teacher is single or married or has been in the service for a shorter or longer time - this has no bearing on the way they monitor and evaluate ALS implementation.

**Conclusions:**

Teachers generally have a high level of self-efficacy in ALS because they possess the confidence to effectively deliver the curriculum and facilitate learning, use appropriate learning resources, create positive social interactions among students, and evaluate the progress of learners in the Alternative Learning System. However, they need more confidence in finding a budget for on-time reproduction of learning materials because they are more focused on teaching.

Mobile teachers, like professionals in other fields, faced challenges implementing the Alternative Learning System (ALS). However, their difficulties were moderate due to their high confidence and teaching capacity. ALS's flexibility in methods and approaches, unlike traditional classrooms, allows for adaptable teaching strategies and personalized support, creating a more engaging ALS implementation.

On the other hand, teachers consistently showed very high confidence in effectively delivering content, providing instruction, and assessing and monitoring the ALS program. This indicates a strong and collective belief in teachers' capabilities across diverse demographic groupings, fostering a positive and empowering environment that contributes to the ALS program's overall success and quality.

The challenges in the context of the Alternative Learning System are influenced to some extent by teachers' educational background and professional experience in ALS instruction. Furthermore, age and marital status may play a role in mitigating the difficulties experienced by educators in the ALS setting.

**Recommendations**

Based on the findings of these study, the researcher recommends to:

1. Give ALS teachers the opportunities for scholarship programs, especially on specific specializations, to create a pool of diverse subject experts for possible tandem and team-teaching approaches.
2. Conduct intensive, multi-day workshops where ALS teachers immerse themselves in the subject content and invite subject matter experts to deliver guest lectures or webinars.
3. Conduct Skills Enhancement Workshops focused on honing teachers' advocacy and negotiation skills to strengthen their ability to communicate the value of localized supplementary materials and secure budgetary support.



4. Strengthen linkage/network with LGUs, NGOs, and other stakeholders by joining the Barangay assembly to present updates on ALS and disseminate ALS programs and projects in the community.
5. Schedule regular Best Practices sharing where experienced ALS teachers share best practices related to successfully implementing diverse assessment tools to encourage their collaborative efforts.
6. Conduct workshops specifically focused on equipping ALS teachers with the knowledge and skills to formulate and pose thought-provoking questions.
7. Reskill ALS teachers on Questioning Techniques in Bloom's Taxonomy through a workshop.
8. Provide guidance on developing compelling budget proposals, emphasizing aligning localized supplementary materials with educational goals.
9. Forge partnerships with local community organizations, NGOs, and government agencies to collaboratively distribute ALS leaflets to enhance the reach and impact of the informational campaign.
10. Create a repository of assessment tools explicitly designed to align with the learning competencies and objectives of the DepEd ALS Curriculum Guide, which includes a variety of assessment formats, such as quizzes, projects, and performance tasks.
11. Conduct ALS learning sessions on the learners' residence or any vacant and available lot and adjust to the schedule preferred by the student.

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