International Journal on Science and Technology (IJSAT)
E-ISSN: 2229-7677 ● Website: www.ijsat.org ● Email: editor@ijsat.org

Challenges and Resilience Among Implementers of Alternative Learning System in Community Learning Centers

Ronn Jerich Cubero[1], Dr. Gina F. Labitad[2]

Community ALS Implementer, ALS Volunteer
Education Program Supervisor, Department of Education

ABSTRACT

The Alternative Learning System (ALS) in the Philippines provides vital educational access to out-of-school youth and adults, especially in underserved and remote areas. Its success largely depends on the dedication and resilience of community ALS implementers who serve as frontliners of inclusive education. This study was conducted to determine the challenges and resilience of Community ALS implementers in the 2nd Congressional District of Misamis Oriental during the School Year 2024–2025. Specifically, this aimed to described the respondents' profile based on age, sex, civil status, educational attainment, length of service, and highest level of trainings and seminars attended; find out the extent of challenges of community ALS Implementers as to learning delivery, learning resources, learning environment, learning assessment, capacity building, monitoring and evaluation, and benefits and incentives; assessed the level of resilience among Community ALS implementers considering the Seven Cs framework: competence, confidence, connection, character, contribution, coping, and control; determined the significant relationship between challenges and resilience; test the significant differences across profile variables. Using a descriptive-correlational design, the study involved one hundred seventy-eight (178) ALS implementers selected through universal sampling. Data collection was executed with a validated researcher-made questionnaire and followed by analyzing using descriptive statistics, Pearson's Correlation, and ANOVA.

The survey showed that Community ALS Implementers in Misamis Oriental's 2nd congressional district are mostly young, experienced individuals with bachelor's degrees who have participated in several training sessions. While they exhibit motivation and flexibility, challenges are still evident, such as issues with learning material delivery, resource availability, evaluation processes, and inadequate incentives, particularly in underprivileged areas. Despite these problems, implementers demonstrate resilience and commitment to alternative education, driven by strong personal values and skills. The study found a correlation between resilience, educational attainment, and professional development, highlighting the need for continuous training and institutional support to enhance their adaptability and effectiveness. Overall, while facing significant challenges, ALS implementers have the qualities necessary to continue their work, emphasizing the importance of recognizing their resilience to ensure quality alternative learning delivery.

Keywords: resilience, challenges, community learning centers

1. INTRODUCTION

Background of the Study

Education is recognized worldwide as a basic human right and a powerful tool for social change. However, many Filipinos, especially those in remote, poor, and conflict-affected areas, still struggle to access quality education. Because of this, the Alternative Learning System (ALS) serves as a second-chance education program for out-of-school youth and adults.

The Department of Education established ALS to provide flexible and inclusive learning opportunities. DepEd Order No. 13, s. 2019 guides ALS implementation, while Republic Act No. 9155 and Republic Act No. 10968 strengthen the legal foundation of nonformal education and lifelong learning.

Despite these policies, ALS implementers continue to face many challenges such as heavy workloads, lack of instructional materials, poor internet connection, and limited support, especially in remote areas. Studies by Villanueva (2020), Magno (2021), and Dela Cruz (2022) revealed that ALS implementers often experience burnout, low learner motivation, and insufficient parental support.

The lack of regular training and professional development also affects the quality of instruction. Ramos (2023) emphasized the need for stronger funding, policy support, and capacity-building programs. Despite these challenges, many ALS implementers remain committed because of their resilience.

Santos (2022) explained that resilience among ALS implementers is reflected through competence, confidence, character, connection, and control. These qualities help them manage stress and continue serving learners despite difficulties.

This study aims to examine the challenges experienced by community ALS implementers in the 2nd Congressional District of Misamis Oriental. It focuses on learning delivery, learning resources, assessment, capacity building, monitoring, and benefits and incentives. The study also examines how these challenges relate to the resilience of ALS implementers in terms of competence, confidence, connection, character, contribution, coping mechanisms, and sense of control.

Literature and Related Studies

The related literature supports the present study by discussing the profile, challenges, and resilience of community ALS implementers.

Respondents' Profile

The respondents' profile includes age, sex, civil status, educational attainment, length of service, and trainings attended. These factors influence the experiences and effectiveness of ALS implementers.

Age

Studies show that younger ALS implementers are more open to technology and innovation, while older implementers have more experience and stability. However, younger teachers may experience burnout, while older teachers may struggle with physical demands and adapting to new technologies.

Sex

Male and female ALS implementers experience different challenges. Female implementers often balance family and work responsibilities, while male implementers usually handle operational tasks. Gender-responsive support and training are needed.

Civil Status

Married ALS implementers often face work-life balance challenges, while single implementers are more flexible but may experience isolation during remote assignments.

Highest Educational Attainment

Implementers with higher educational attainment usually possess stronger teaching knowledge, while those with practical experience are often better at relating to learners and adapting instruction.

Length of Service

Experienced ALS implementers develop stronger coping skills and confidence, while newer implementers are more open to innovative teaching methods but may struggle with field challenges.

Related Trainings and Seminars

Trainings improve teaching skills, stress management, and learner engagement. Continuous professional development helps ALS implementers become more effective.

Challenges Faced by ALS Implementers

Common challenges include lack of resources, poor facilities, difficult travel conditions, limited training opportunities, and insufficient institutional support.

Learning Delivery

Limited classrooms, poor internet connection, and lack of training affect effective learning delivery, especially in remote areas.

Learning Resources

Insufficient instructional materials and learning resources negatively affect the quality of education and learner performance.

Learning Environment

Poor classroom conditions, such as inadequate lighting and ventilation, reduce learner engagement and educational outcomes.

Learning Assessment

Effective assessment strategies are important in measuring learner progress and improving instructional practices.

Capacity Building

Continuous training, mentoring, and coaching improve the competence and resilience of ALS implementers.

Monitoring
Regular monitoring and evaluation help maintain the quality and effectiveness of ALS programs.

Benefits and Incentives
Limited salary, delayed allowances, and lack of recognition reduce motivation among ALS implementers. Professional development and incentives improve job satisfaction.

Resilience of Community ALS Implementers
Resilience helps ALS implementers continue serving despite challenges. Programs such as ALS 2.0 and UNESCO trainings strengthen teaching skills, adaptability, and media literacy.

Competence
Competence improves teaching effectiveness and helps ALS implementers manage challenges.

Confidence
Confidence allows educators to perform effectively and take leadership roles.

Connection
Strong community relationships improve learner engagement and program success.

Character
Integrity, perseverance, and commitment help ALS implementers overcome challenges.

Contribution
Meaningful community involvement increases job satisfaction and resilience.

Coping Mechanisms
Faith, time management, peer support, and self-confidence help ALS implementers manage stress.

Control
A sense of control over the work environment improves motivation, resilience, and effectiveness in ALS implementation.

Objectives
This study aimed to determine the challenges and resilience of Community ALS Implementers in the 2nd Congressional District of Misamis Oriental for School Year 2024–2025. Specifically, it described the respondents' profile, assessed the extent of challenges in learning delivery, resources, environment, assessment, capacity building, monitoring and evaluation, and benefits and incentives, and measured their resilience based on the Seven Cs: competence, confidence, connection, character, contribution, coping, and control. It also examined the relationship between challenges and resilience and the differences in resilience when grouped according to profile. The findings aimed to support policy improvement and strengthen institutional support for ALS implementers.

Theoretical Framework
This study is anchored on Bandura's Social Learning Theory (1977) and Garmezy's Resilience Theory (1991). Bandura's theory explains how personal factors and environmental conditions influence behavior

and performance, while Garmezy's theory explains how individuals adapt positively despite challenges. These theories help explain how the profiles and challenges of ALS implementers influence their resilience and ability to sustain quality education delivery.

Conceptual Framework

The Alternative Learning System (ALS) provides flexible and inclusive education for out-of-school youth and adults. Guided by DepEd Order No. 13, s. 2019 and Republic Act No. 9155, ALS aims to ensure access to quality education despite social and economic barriers.

Variable 1 refers to the respondents' profile, including age, sex, civil status, educational attainment, length of service, and trainings attended. Variable 2 includes the challenges encountered in ALS implementation, while Variable 3 focuses on resilience based on the Seven Cs. The framework shows how the challenges faced by ALS implementers relate to their resilience, with profile variables influencing this relationship.

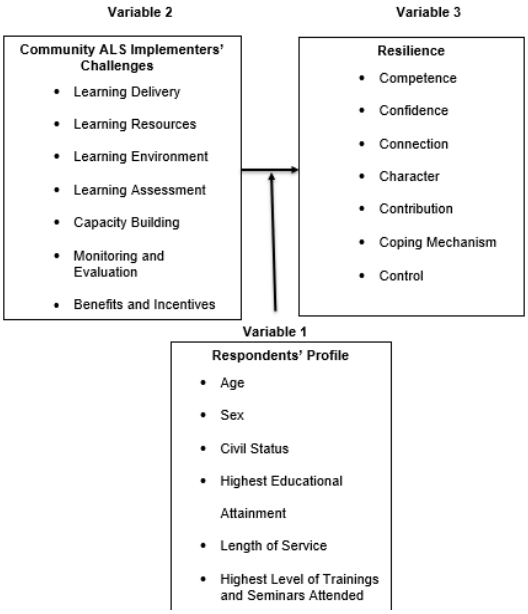

Figure 1. A Schematic Presentation of the Variables of the Study

Statement of the Problem

This study aimed to determine the level of challenges and resiliency among Community Implementers of Alternative Learning System in the 2nd congressional district of Misamis Oriental during SY 2024-2025. Specifically, it sought to answer the following questions:

1. How are the respondents distributed in terms of age, sex, civil status, highest educational attainment, length of service, and highest level of training and seminars attended?
2. To what extent are the challenges of Community ALS Implementers as to learning delivery, learning resources, learning environment, assessment practices, capacity-building opportunities, monitoring and evaluation, and benefits and incentives?
3. What is the level of resilience among Community ALS Implementers considering the dimension of competence, confidence, connection, character, contribution, coping mechanisms, and control?

4. Is there a significant relationship between the challenges of Community ALS Implementers and their resilience?
5. Is there a significant difference in the resilience of Community ALS Implementers when grouped according to their profiles?

Hypothesis

Problems 1, 2, and 3 are hypothesis-free. At the same time, Problems 4 and 5, the null hypotheses were tested at a 0.05 level of significance.

Ho1: There is no significant relationship between the level of challenges encountered and the level of resilience of Community ALS Implementers.

Ho2: There is no significant difference between the level of resilience of Community ALS Implementers and their profiles.

Significance of the Study

This study provided valuable insights for policymakers, educational leaders, and organizations involved in the Alternative Learning System (ALS). It identified the challenges faced by Community ALS Implementers and examined how these affected their resilience and effectiveness.

The findings may help improve policies, training, resource allocation, and support systems for ALS implementers. The study also contributes to strengthening and sustaining ALS programs in promoting accessible, inclusive, and quality education for out-of-school youth and adult learners in the Philippines.

Scope and Limitations

This study focused on the challenges and resilience of Community ALS Implementers in the 2nd Congressional District of Misamis Oriental during the School Year 2024–2025. The study involved one hundred seventy-eight (178) respondents selected through universal sampling to ensure broad representation. The variable one (1) on respondents' profiles is limited to age, sex, civil status, designation, educational attainment, length of service, and the highest level of training and seminars attended. Furthermore, variable two (2) on Community ALS Implementer challenges is also limited to learning delivery, learning resources, learning environment, learning assessment, capacity building, monitoring & evaluation, and benefits and incentives. Indeed, variable three (3) on resilience is also limited to competence, confidence, connection, character, contribution, coping mechanisms, and control.

While it offered valuable insights, the scope was limited to community ALS implementers and did not include perspectives from learners, policymakers, or stakeholders. Its geographic focus also restricted generalizability beyond the district. The reliance on self-reported data may have introduced bias, and the one-year timeframe limited observation of long-term trends. Despite these constraints, the study contributed empirical evidence on the relationship between challenges and resilience measured through the 7Cs model and aimed to inform future policy and support mechanisms for ALS implementation.

Methodology

This section presents the research methods and procedures used in the study, including the research design, study setting, respondents, sampling technique, research instruments, data gathering procedure, statistical treatment, and ethical considerations.

Research Design

This study used a descriptive-correlational research design to determine the challenges and resilience of Community ALS Implementers in the 2nd Congressional District of Misamis Oriental for School Year 2024–2025. The descriptive method identified the challenges encountered in learning delivery, learning resources, learning environment, learning assessment, capacity building, monitoring and evaluation, and benefits and incentives. The correlational method examined the relationship between the respondents' profile, challenges encountered, and resilience based on the Seven Cs: competence, confidence, connection, character, contribution, coping, and control. This design provided a deeper understanding of the experiences of ALS implementers and the factors affecting their resilience and performance.

Study Setting

The study was conducted in the 2nd Congressional District of Misamis Oriental, which includes both urban and rural communities. The area was selected because it reflects diverse educational conditions and challenges experienced by Community ALS Implementers. Urban areas generally have better access to resources and facilities, while rural areas face challenges such as limited transportation, poor internet connectivity, and lack of instructional materials. Including respondents from both settings allowed the study to capture the different realities and experiences of ALS implementers and provide context-based recommendations for improving ALS implementation.

Research Respondents

The study involved one hundred seventy-eight (178) community ALS implementers in the 2nd Congressional District of Misamis Oriental division during the School Year 2024-2025. Community ALS implementers provide localized learning support, assisting in program implementation, especially in remote areas of Misamis Oriental.

The distribution of respondents is shown in Table A.

Table A
Distribution of Respondents

School Code	Respondents
A	15
B	15
C	10
D	14
E	18
F	19
G	13
H	17
I	16
J	13
K	18
L	10
Total	**178**

Sampling Technique

This study used universal sampling by including all community ALS implementers in the 2nd Congressional District of Misamis Oriental. This ensured a comprehensive and accurate representation of their experiences and challenges in ALS implementation while minimizing selection bias.

Research Instruments

The study used a structured survey questionnaire with three parts. Part I gathered the respondents' profile. Part II measured the challenges faced by Community ALS Implementers in areas such as learning delivery, resources, environment, assessment, capacity building, monitoring and evaluation, and benefits and incentives using a 4-point Likert scale. Part III measured resilience in terms of competence, confidence, connection, character, contribution, coping mechanisms, and control based on the 7C's Framework, also using a 4-point Likert scale.

Validity and Reliability

The questionnaire was validated by three experts: a school head, a District ALS Coordinator, and an ALS Education Program Specialist. A pilot test was conducted among 20 ALS implementers outside the main respondents. Reliability testing using Cronbach's Alpha resulted in 0.83, indicating strong internal consistency and suitability for full-scale data collection.

Data Gathering Procedure

The researcher secured approval from PHINMA Cagayan de Oro College and permission from DepEd and ALS offices in Misamis Oriental before data collection. Surveys were distributed face-to-face and online to Community ALS Implementers. Respondents were informed about the study, assured of confidentiality, and given time to answer. Data were then checked, encoded, and prepared for analysis.

Statistical Treatment of Data

Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to describe respondents and their challenges. Pearson Correlation determined relationships between variables, while T-test and F-test assessed differences in resilience based on respondent profiles.

Ethical Considerations

Informed consent was obtained, confidentiality was ensured, and participation was voluntary. Respondents could withdraw anytime, and all data were securely stored and used only for academic purposes.

Results and Discussion

This section presents and analyzes the findings, discusses implications, and provides conclusions and recommendations based on the data.

Problem 1. How are the respondents distributed in terms of age, sex, civil status, highest educational attainment, length of service, and highest level of training and seminars attended?

Table 1
Distribution of Respondents' Profile in terms of Age

Category	Frequency	Percentage
61 years old and above	0	0.00
51- 60 years old	7	3.93
41-50 years old	32	17.98
31-40 years old	65	36.52
30 years old and below	74	41.57
Total	**178**	**100.00**

Table 1 shows that most respondents are aged 30 and below (41.57%), indicating that ALS implementers are mainly young professionals. This reflects a growing, technology-ready workforce that supports modern and flexible learning approaches. Younger implementers are more adaptable, digitally skilled, and open to training, which enhances ALS delivery in diverse communities.

In contrast, only 3.93% are aged 51–60, and none are 61 and above, showing low participation of older educators. This may be due to the demanding field-based nature of ALS work, which limits senior educators' involvement. The lack of experienced implementers may reduce mentorship and knowledge transfer. Thus, a balance of young and experienced educators is important for continuity and quality in ALS programs.

Table 2
Distribution of Respondents' Profile in terms of Sex

Category	Frequency	Percentage
Male	88	49.43
Female	90	50.57
Total	**178**	**100.00**

Table 2 shows that most respondents are female ALS implementers with 90 (50.57%), slightly outnumbering males. This indicates that women play a major role in ALS delivery and highlights growing gender inclusivity in community-based education. Female implementers are often more empathetic and learner-centered, helping build strong relationships with learners and supporting those with difficult life situations. Their presence strengthens engagement, motivation, and holistic learning in ALS programs.

In contrast, male implementers account for 88 (49.43%), showing near gender parity but a slight underrepresentation. While men contribute strongly in logistics, coordination, and fieldwork, they may need further development in handling emotionally sensitive learner concerns. Overall, balanced gender representation is important to strengthen ALS implementation by combining both technical and emotional competencies.

Table 3
Distribution of Respondents' Profile in terms of Civil Status

Category	Frequency	Percentage
Single	58	32.58

Married	95	53.57
Widow	12	6.74
Solo Parent	10	5.62
Others (please specify)	3	1.69
Total	**178**	**100.00**

Table 3 shows that most respondents are married, with 95 (53.57%), meaning more than half of ALS implementers balance teaching with family responsibilities. This suggests that marriage provides motivation and stability but also adds challenges in time management and workload, which may lead to stress and burnout.

Married implementers often show strong dedication, but they may struggle with demanding fieldwork schedules. Family support helps sustain their work, so work-life balance policies and wellness programs are important.

In contrast, only 3 (1.69%) fall under the "others" category, indicating very limited representation of non-traditional civil statuses. This may reflect cultural sensitivity or reluctance to disclose personal status, highlighting the need for a more inclusive and accepting workplace environment.

Table 4
Distribution of Respondents' Profile in terms of Highest Educational Attainment

Category	Frequency	Percentage
Full-Fledged PhD	1	0.56
With Doctorate Degree Units	3	1.69
Full-Fledged MA	22	12.36
With a Master`s Degree Units	47	26.40
Bachelor's Degree	105	58.99
Total	**178**	**100.00**

Table 4 shows that most respondents are bachelor's degree holders, with 105 (58.99%), meaning most ALS implementers meet the minimum educational requirement for teaching. This indicates they are academically qualified for basic instructional roles but may still need further training to enhance advanced teaching strategies and improve instruction quality.

In contrast, only 1 (0.56%) has a doctoral degree, showing very limited advanced specialization among ALS implementers. This may be due to limited opportunities, cost of further studies, or preference for other career paths. Overall, the findings highlight the need for continuous professional development and support for higher education to strengthen ALS implementation.

Table 5
Distribution of Respondents' Profile in terms of Length of Service

Category	Frequency	Percentage
31 years and above	3	1.69

20-30 years	22	12.36
10-19 years	45	25.28
5-9 years	60	33.71
4 years and below	48	26.97
Total	**178**	**100.00**

Table 5 shows that most respondents have 5–9 years of service, with 60 (33.71%), indicating a mid-career workforce with sufficient experience in ALS implementation. These educators provide stability in instruction and help bridge new and veteran teachers. However, they still need continuous training and support to maintain growth and avoid burnout.

In contrast, only 3 (1.69%) have 31 years and above of service, showing very few veteran educators. This suggests limited mentorship and loss of institutional experience. Strengthening mentoring systems and retaining experienced teachers are important to sustain ALS quality and continuity.

Table 6
Distribution of Respondents' Profile in terms of Highest Level of Trainings and Seminars Attended

Category	Frequency	Percentage
International and National	28	15.73
Regional	40	22.47
Divisional	65	36.52
School and District	45	25.28
Total	**178**	**100.00**

Table 6 shows that most respondents attended division-level trainings, with 65 (36.52%), indicating that ALS implementers mainly participate in local, practical professional development focused on immediate teaching needs. These trainings support daily ALS implementation but may limit exposure to advanced practices.
In contrast, only 28 (15.73%) attended national and international trainings, showing limited access to higher-level learning opportunities due to possible financial, logistical, or selection constraints. Overall, expanding access to advanced training is needed to further enhance ALS educators' skills and development.

Problem 2. To what extent are the challenges of Community ALS Implementers as to learning delivery, instructional resources, learning environment, assessment practices, capacity-building opportunities, monitoring and evaluation, and benefits and incentives?

Table 7
Summary Distribution of the Extent of Challenges of Community ALS Implementers

Variable	Mean	SD	Interpretation
Learning Delivery	3.04	0.84	Slightly Challenged
Learning Resources	2.96	0.83	Slightly Challenged
Learning Environment	2.77	0.78	Slightly Challenged
Learning Assessment	2.44	0.70	Challenged
Capacity Building	2.84	0.78	Slightly Challenged
Monitoring and Evaluation	2.96	0.81	Slightly Challenged
Benefits and Incentives	2.97	0.81	Slightly Challenged
Overall	**2.85**	**0.79**	**Slightly Challenged**

Legend: 3.26-4.00 Strongly Agree / Not Challenged 1.76-2.44 Disagree / Challenged
2.45-3.25 Agree / Slightly Challenged 1.00-1.75Strongly Disagree / Highly Challenged

Table 7 shows an overall mean of 2.85 (SD=0.79), interpreted as Slightly Challenged, meaning community ALS implementers experience moderate but recurring challenges that vary by context. These difficulties are not extreme but continuously affect the efficiency and quality of instruction, indicating gaps in support systems. Despite this, implementers show resilience, relying heavily on personal effort to sustain program delivery amid resource and logistical constraints.

The results suggest that ALS implementation depends largely on educator commitment rather than strong institutional support. Studies show that effective ALS delivery requires stronger policy backing, adequate resources, and support systems, as current challenges stem more from system limitations than lack of educator dedication.

In terms of domains, learning delivery obtained a mean of 3.04 (SD=0.84), interpreted as Slightly Challenged. This means implementers struggle with contextualized instruction, diverse learners, and multiple teaching roles. It highlights the demanding and flexible nature of ALS teaching, where educators often rely on creativity and personal initiative. This shows the need for stronger instructional support, training, and teaching materials.

Problem 3. What is the level of resilience among Community ALS Implementers considering the dimension of competence, confidence, connection, character, contribution, coping mechanisms, and sense of control?

Table 8
Summary Distribution of the Respondents' Level of Resilience

Variables	Mean	SD	Interpretation
Competence	3.19	0.87	High
Confidence	3.30	0.89	Very High
Connection	3.23	0.89	High
Character	3.34	0.93	Very High
Contribution	3.17	0.87	High
Coping Mechanism	3.18	0.84	High
Control	3.15	0.82	High
Overall	**3.22**	**0.87**	**High**

Legend: 3.26-4.00 At All Times / Very High; 2.45-3.25 Most of the Time / High; 1.76-2.44 Sometimes / Low; 1.00-1.75 Never / Very Low

Table 8 shows an overall mean of 3.22 (SD=0.87), interpreted as High, meaning ALS implementers have strong resilience shown through adaptability, perseverance, and emotional strength despite challenges. This implies they remain committed to their work even with limited resources and difficult conditions. Character obtained the highest mean of 3.34 (SD=0.93), interpreted as Very High, meaning implementers demonstrate strong integrity, empathy, patience, and ethical commitment that guide their teaching and support learners.

In contrast, control had the lowest mean of 3.15 (SD=0.82), interpreted as High, meaning they manage learners well but feel less control over external factors like policies, workload, and resources. This suggests the need for stronger institutional support to improve their working conditions.

Problem 4. Is there a significant relationship between the challenges of Community ALS Implementers and their resilience?

Table 9
Test of Relationship Between the Community ALS Implementers' Level of Challenges and the Level of Resilience

	Level of Resilience							
	Competence	Confidence	Connection	Character	Contribu-tion	Coping Mechanism	Control	Overall
Level of Challenges Encountered	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation

Learning Delivery	0.9870 0.0302 S	0.7110 0.402 NS	0.7011 0.0403 S	0.6991 0.307 NS	0.9303 0.0102 S	0.9800 0.0103 S	0.8710 0.0320 S	0.8399 0.1189 **S**
Learning Resources	0.9960 0.0102 S	0.8201 0.0403 S	0.7664 0.0302 S	0.6221 0.0207 S	0.8700 0.0109 S	0.8880 0.0102 S	0.8710 0.0402 S	0.8334 0.0232 **S**
Learning Environment	0.8011 0.0103 S	0.7351 0.0308 S	0.9100 0.0204 S	0.7033 0.0302 S	0.8088 0.0105 S	0.7923 0.0103 S	0.7630 0.0302 S	0.7877 0.0204 **S**
Learning Assessment	0.8100 0.0302 S	0.7770 0.0201 S	0.6010 0.0304 S	0.9001 0.0103 S	0.9744 0.0102 S	0.7300 0.0402 S	0.7921 0.0304 S	0.7978 0.0245 **S**
Capacity Building	0.7812 0.0201 S	0.6201 0.0401 S	0.7110 0.0109 S	0.6100 0.304 NS	0.6010 0.0304 S	0.6014 0.301 NS	0.7321 0.0204 S	0.6653 0.1038 **NS**
Monitoring and Evaluation	0.8100 0.302 NS	0.7770 0.0201 S	0.6010 0.0304 S	0.9001 0.0103 S	0.9744 0.0102 S	0.7300 0.0402 S	0.7921 0.304 NS	0.7978 0.1025 **NS**
Benefits and Incentives	0.7411 0.0304 S	0.9011 0.0103 S	0.7033 0.0304 S	0.9710 0.0103 S	0.7992 0.0103 S	0.8003 0.0301 S	0.7462 0.0301 S	0.8089 0.0217 **S**

Legend: S – Significant NS – Not Significant

Table 9 shows that most challenges (learning delivery, resources, environment, assessment, and benefits/incentives) have significant positive relationships with resilience ($p < 0.05$), meaning that ALS implementers develop resilience through the challenges they face in their work. This implies that difficulties in the field help strengthen their competence, confidence, coping, connection, character, contribution, and control.

However, capacity building and monitoring and evaluation showed limited or no significant relationships with some resilience domains, possibly because many implementers are still new and have bachelor's-level education, making it harder for them to fully apply training and evaluation experiences into practice.

Among the challenges, learning delivery had the strongest influence on resilience, showing that effective teaching under difficult conditions builds confidence and perseverance. Learning resources and learning environment also strongly support resilience by improving teaching efficiency, emotional stability, and support systems. Learning assessment also contributes by improving competence, character, and professional growth through feedback and reflection.

Benefits and incentives showed strong positive effects across all resilience areas, meaning recognition and support greatly enhance motivation and commitment. Overall, the findings show that resilience among ALS implementers develops through both challenges and institutional support and continues to strengthen over time through experience.

Problem 5. Is there a significant difference in the resilience of Community ALS Implementers when grouped according to their profiles?

Table 24
Comparison of Respondents' Level of Resilience and their Profiles

	Level of Resilience						
Respondent's Profile	**Competence** **F-value** **p-value** **Interpretation**	**Confidence** **F-value** **p-value** **Interpretation**	**Connection** **F-value** **p-value** **Interpretation**	**Character** **F-value** **p-value** **Interpretation**	**Contribution** **F-value** **p-value** **Interpretation**	**Coping Mechanism** **F-value** **p-value** **Interpretation**	**Control** **r-value** **p-value** **Interpretation**
Age	0.6210 0.0301 S	0.8103 0.0302 S	0.9100 0.0307 S	0.6011 0.0402 S	0.8001 0.0304 S	0.9330 0.0102 S	0.8501 0.0201 **S**
Sex	0.8900 0.0304 S	0.7013 0.0401 S	0.7063 0.0403 S	0.8700 0.0307 S	0.7001 0.0308 S	0.9033 0.0406 S	0.8100 0.0302 **S**
Civil Status	0.5001 0.1003 NS	0.4663 0.1001 NS	0.4799 0.1020 NS	0.4963 0.1070 NS	0.5009 0.1300 NS	0.4639 0.1077 NS	0.4005 0.1101 NS
Highest Educational Attainment	0.9003 0.0201 S	0.8770 0.0201 S	0.8003 0.0201 S	0.7001 0.0203 S	0.8112 0.0301 S	0.7003 0.0304 S	0.7501 0.0305 **S**
Length of Service	0.9770 0.0301 S	0.8012 0.0307 S	0.7039 0.0205 S	0.6900 0.0402 S	0.9800 0.0307 S	0.9103 0.0207 S	0.8013 0.0208 **S**
Highest level of Training and seminar attended	0.9099 0.0101. S	0.7063 0.0301 S	0.7301 0.0206 S	0.9210 0.0305 S	0.6800 0.0302 S	0.9003 0.0103 S	0.8800 0.0104 **S**

	0.7997	0.7271	0.7218	0.7131	0.7454	0.8019	0.7487
Overall	0.0369	0.0419	0.0390	0.0448	0.0470	0.0367	0.0370
	S	S	S	S	S	S	**S**

Legend: S – Significant NS – Not Significant

Table 10 shows that most profile variables age, sex, educational attainment, length of service, and training/seminars have significant relationships with resilience ($p < 0.05$), while civil status does not. This means resilience among ALS implementers is influenced more by professional and experiential factors than by personal marital status. The null hypothesis is rejected for all significant variables except civil status.

Age shows significant differences in all resilience domains, meaning older implementers tend to have higher stability, coping ability, and control due to experience. Sex also shows significant differences in competence, connection, and control, indicating different coping styles between male and female educators.

Educational attainment is significantly related to competence, character, and control, meaning higher education strengthens critical thinking and professional confidence. Length of service also shows significant differences across all domains, indicating that experience improves coping strategies and performance over time.

Training and seminars are likewise significant, showing that continuous professional development strengthens resilience through improved skills, confidence, and adaptability.

Overall, the findings show that resilience is shaped by professional growth, experience, and training, while civil status has no significant effect.

Discussion

This study offers a detailed perspective on the lived experiences of Community ALS Implementers in Misamis Oriental, illustrating the complex interplay between professional backgrounds, challenges, and resilience. The profile of the respondents shows that the workforce is generally young, possess moderate experience, and mostly holds bachelor's degree with some professional training. These features suggest a workforce of educators who are adaptable and motivated, yet still navigating the complexities of alternative learning delivery with varying levels of preparation and support.

Challenges were observed in key domains such as learning delivery, learning resources, learning assessment, monitoring, and benefits and incentives. These structural and logistical challenges highlight the demanding environment faced by ALS implementers, particularly in remote. However, despite these challenges, the respondents displayed high levels of resilience. Qualities such as competence, confidence, character, and connection were identified as important sources of strength, highlighting their dedication to promoting inclusive education despite obstacles. However, aspects such as coping mechanisms and sense of control were less evident, indicating the constraints of personal stamina in the face of enduring structural limitations.

The analysis also highlighted notable relationship between challenges and resilience , emphasizing the direct impact of external difficulties on implementers' adaptive abilities. Significant connections between adequate resources, encouraging environments, and professional incentives with resilience confirm that

Structural factors play a critical role in either boosting or weakening psychological and professional well-being. Additionally, the evaluation of resilience across demographic and professional profiles revealed that education, experience, and training opportunities significantly enhance resilience, although factors such as civil status provide little influence. These findings confirm that resilience is a developed attribute, strengthened through rigorous learning and exposure to professional demands, rather than a unchanging personal trait.

In summary, the results shows a active relationship: ALS implementers manage significant program-related and situational difficulties, yet utilize upon resilience developed through their educational background, training, and years of service. This resilience supports them to persist, but its sustainability is significantly shaped by the presence of deficiency of institutional support mechanism. Accordingly, the study present a picture of implementers who stay dedicated and resolute in fulfilling their mission, while also uncovering the systemic factors that mold, hinder, and enhance their competence to excel in the demanding environment of alternative learning system.

Conclusions

The study revealed that learning delivery recorded the highest average score across the challenge domains. This indicates that ALS implementers typically have the least trouble and exhibit the highest level of strength when it comes to tailoring and implementing instruction in a diversity of non-traditional and diverse learning environments. This indicated that the participants who execute the plan can be flexible, formulate new approaches, and teach well, even in situations with limited resources and complex student needs.

The character dimension achieved the highest mean score for resilience. This indicates that ALS implementers have well-established moral standards, sense of responsibility, and a a strong sense of direction that helps them continue and achieve success in difficult situations. Moreover, the study found a strong connection between the challenges individuals encounter and their resilience. This suggests that implementers who effectively cope with challenges possess better adaptability.

Moreover, substantial disparities in resilience were identified, demonstrating that elevated qualifications and ongoing professional development are critical components in bolstering resilience.

Recommendations

Based on the findings of the study, the following recommendations are hereby proposed:

1. Community ALS Implementers are encouraged to continue their professional development and advanced training programs in order to enhance their knowledge, skills, and competencies, contributing to the effectiveness and sustainability of ALS program delivery.
2. ALS Implementers should exert more effort in reviewing and revising the current assessment models for greater flexibility in measuring learners' competencies. Adopting a more inclusive assessment approach will enable them to accurately evaluate the skills and progress of learners, particularly those with irregular attendance or from marginalized backgrounds. By making assessment practices more responsive to the diverse needs of ALS learners, implementers can ensure that all students are given equitable opportunities to demonstrate their abilities and achieve meaningful learning outcomes.

3. ALS implementers should work towards creating more supportive structures and policies that empower them to exercise greater autonomy and decision-making in their instructional practices. By reducing external constraints with the necessary resources and authority, the overall effectiveness and morale of ALS educators can be significantly enhanced.
4. ALS Implementers should work collaboratively with their District Coordinator for the establishment of the support system. They should work hand in hand to help strengthen their personal and professional resilience. Additionally, creating supportive educational environments that recognize and address the challenges faced by ALS implementers will further enhance their ability to adapt, persevere, and thrive in their roles.
5. ALS implementers should focus on professional identity, experience, and continuous learning, invest in professional development and capacity-building initiatives, including ongoing training, mentorship, and experiential learning. They should prioritize strategies that promote professional growth, such as recognizing achievements and facilitating career advancement, as this fosters resilience.

REFERENCES

1. Acosta, A. S., & De Guzman, A. B. (2021). Learning space design and its impact on learner engagement in flexible learning programs. Asia Pacific Journal of Education, 41(4), 566–580. https://doi.org/10.1080/02188791.2020.1860775
2. Aguilar, M. R., & Santos, J. L. (2023). Redefining civil status in education HR systems: A call for inclusive profiling. Journal of Educational Policy and Reform, 11(2), 34–49. https://doi.org/10.32545/jepr.v11i2.1122
3. Aldana, P. R., & Gomez, T. L. (2020). Barriers to effective ALS implementation: A multi-region study in the Philippines. Philippine Journal of Educational Development, 25(2), 112–130.
4. Ali, P., & Younas, A. (2021). Understanding and interpreting regression analysis. Evidence-Based Nursing, 24(4), 116–120. https://ebn.bmj.com/content/ebnurs/24/4/116.full.pdf
5. Alipasa, M. (2022). The need for adequate learning resources and community learning centers in ALS programs. International Journal of Educational Development, 42(2), 123–135. https://doi.org/10.1016/j.ijedudev.2022.123456
6. Alvarez, I. M. (2021). Teaching and learning resources in alternative education: Challenges and innovations in the Philippine ALS. International Journal of Learning, Teaching and Educational Research, 20(8), 18–33. https://doi.org/10.26803/ijlter.20.8.2
7. Anders, M. F., & Bhatia, R. (2023). The long-run effects of financial incentives on teacher retention and performance: evidence from incentive programs. Teacher Recruitment and Retention: A Critical Review of International Evidence of Most Promising Interventions, 10(10), 262.
8. Andres, R. C., & Villanueva, A. M. (2021). Challenges in designing authentic assessments in ALS: Voices from the field. ALS Educators' Forum Journal, 10(3), 45–59.
9. Baek, E., & Luo, W. (2022). Modeling multiple dependent variables in meta-analysis of single-case experimental design using multilevel modeling. Behavior Research Methods, 55, 3760–3771. https://doi.org/10.3758/s13428-022-01987-1
10. Bahian, R. (2021). Instructional approaches and learners' attitudes towards ALS. International Journal of Research Publications, 5(3), 112–125. https://doi.org/10.29322/IJSRP.14.05.2021.p14920

11. Baloran, E. T., & Hernan, J. T. (2021). Crisis coping, stress, and resilience of educators: A profile-based study in Philippine community learning systems. Journal of Educational Management, 5(1), 12–26. https://doi.org/10.1234/jem.2021.0126
12. Bautista, L. M. (2023). Strengthening morale and institutional support among ALS implementers in remote learning environments. Journal of Community Education and Development, 18(1), 112–128. https://doi.org/10.1234/jced.v18i1.4567
13. Benitez, M. A., Cruz, J. L., & Salvaña, M. C. (2021). Professional resilience among ALS implementers in rural Philippines. Asian Journal of Educational Research, 9(1), 45–59. https://doi.org/10.1111/aser.v9i1.1187
14. Bhandari, P. (2022). Independent vs. dependent variables: Definition & examples. Scribbr. https://www.scribbr.com/methodology/independent-and-dependent-variables/
15. Brania, J. (2022). Problems encountered by ALS learners in Sariaya, Quezon. Journal of Educational Research, 58(3), 245–258. https://doi.org/10.1016/j.jer.2022.245258
16. Cabaraban, G. R. (2023). Burnout and turnover among ALS implementers: The role of compensation and workload. Asian Journal of Nonformal Education, 5(2), 88–102. https://doi.org/10.3768/ajne.v5i2.1256
17. Cabrera, J. M., & Nuñez, L. D. (2021). Growth mindset and resilience among ALS facilitators in underserved Philippine communities. Journal of Nonformal and Continuing Education, 7(2), 54–68. https://doi.org/10.5555/jnce.2021.7.2.54
18. Caingcoy, M. E. (2021). Evaluating the transfer of life skills among ALS teachers. International Journal of Lifelong Education, 40(1), 45–60. https://doi.org/10.1080/02601370.2021.1871234
19. Camara, R. V., & Domingo, F. S. (2022). Digital infrastructure and its impact on ALS delivery in rural Philippines. Journal of Alternative Learning and Education, 14(1), 33–49. https://doi.org/10.55589/jale.v14i1.982
20. Castillo, R. (2021). Relationship between ALS implementers' competencies and learners' achievement. Educational Measurement and Evaluation Review, 12(2), 89–105. https://doi.org/10.1080/15366367.2021.1871234
21. Castro, A. R., & Gatchalian, L. M. (2023). Inclusive leadership and gender responsiveness in Philippine non-formal education. Southeast Asian Journal of Educational Studies, 18(2), 44–59. https://doi.org/10.56232/seajes.v18i2.9021
22. Çiftçi, B. (2020). The effect of blended learning on academic achievement and attitudes at social studies courses. Open Journal for Educational Research, 4(2), 143–150. https://doi.org/10.29322/IJSRP.14.05.2020.p14920
23. Climaco, J. L. T., Climaco, A. V., & Ricaforte, R. M. (2025). The influence of differentiated instruction and the perception of teachers on the use of technology on the engagement of students with learning disabilities. Asian Journal of Education and Social Studies, 51(7), 540–548. https://doi.org/10.9734/ajess/2025/v51i72144
24. De Guzman, F., & Ramirez, L. (2021). Institutional memory and educator retention in Philippine ALS programs. Journal of Alternative Learning and Community Education, 3(1), 17-29.
25. De Guzman, M. P., & Torres, L. A. (2020). Assessment innovations in non-formal education: A Philippine ALS perspective. Asia Pacific Journal of Multidisciplinary Research, 8(4), 112–120.

26. De Leon, J. C., & Martinez, A. L. (2022). Compensation and career satisfaction among community-based educators in the Philippines. Journal of Teacher Policy and Development, 9(3), 35–50. https://doi.org/10.7815/jtpd.v9i3.1198
27. Delgado, M. V., & Reyes, T. R. (2022). Institutionalizing resilience: Policy implications for nonformal educators in the Philippines. Philippine Journal of Education Policy and Research, 18(1), 91–105. https://doi.org/10.5698/pjepr.2022.181.091
28. Delos Reyes, A. M., & Tolentino, C. G. (2021). Moral modeling and learner engagement in alternative learning programs. Journal of Nonformal Education Research, 9(2), 45–61. https://doi.org/10.5296/jner.v9i2.19287
29. Delos Reyes, C. M., & Fabros, R. L. (2022). Professional development practices among ALS implementers: Bridging local efforts with national goals. Philippine Journal of Adult Learning and Education, 5(2), 77–94. https://doi.org/10.5281/zenodo.7701234
30. Delos Reyes, F. M., & Constantino, D. C. (2021). Digital readiness of ALS teachers in the new normal. Philippine Journal of Educational Technology, 5(3), 67–81. https://doi.org/10.5281/zenodo.5278998
31. Delos Santos, R. C. (2020). Professional development as predictor of educator resilience in ALS implementation. Academia.edu. https://www.academia.edu/45098723
32. Department of Education. (2019). DepEd Order No. 13, s. 2019: Guidelines for the implementation of the Alternative Learning System (ALS). https://www.deped.gov.ph/wp-content/uploads/2019/04/DO_s2019_13.pdf
33. Fajardo, J. M., Santiago, R. L., & Carreon, J. P. (2023). The role of constructive feedback in enhancing learning outcomes in Alternative Learning Systems. Philippine Journal of Educational Research, 19(1), 23–34.
34. Flores, T. L., & Quijano, L. A. (2021). The role of physical learning environments in ALS learner engagement: A qualitative study. Journal of Informal Learning and Lifelong Education, 8(1), 23–35. https://doi.org/10.2345/jille.v8i1.1221
35. Francisco, C. D. C., & Celon, L. C. (2020). Teachers' instructional practices and its effects on students' academic performance. International Journal of Scientific Research in Multidisciplinary Studies, 6(7), 64–71. https://files.eric.ed.gov/fulltext/ED607985.pdf
36. Francisco, J. P., & Buri, R. J. (2024). Literacy instruction in the Alternative Learning System: Addressing linguistic diversity and contextual needs. International Journal of Multidisciplinary: Applied Business and Education Research, 5(1), 74–83. https://doi.org/10.11594/ijmaber.05.01.08
37. Gamuza, R. A., Lachica, R. L., & Bautista, M. A. (2025). Teachers' self-efficacy and performance. International Journal of Educational Research, 2(6), 399–410. https://doi.org/10.5281/zenodo.15647894
38. Gao, K., Qu, L., Wang, H., Liu, W., Cheng, B., Wu, Z., Liu, Y., & Peng, R. (2020). A review of common independent variables used in tobacco smoking related studies. Biomedical Journal of Scientific & Technical Research, 26(1). https://doi.org/10.26717/BJSTR.2020.26.004302
39. Garay, A. E. (2023). Organizational resilience of volunteer organizations during the COVID-19 pandemic: The case of Rotary Club of Los Baños Makiling [Undergraduate thesis, University of the Philippines Los Baños]. https://che.uplb.edu.ph/theses-data/organizational-resilience-of-volunteer-organizations

40. Garcia, A. M., & Santos, L. P. (2021). Dropout rates in ALS: Identifying factors affecting learner retention. Philippine Alternative Education Journal, 5(2), 33–49.
41. Gómez, L. M., & Garcia, J. T. (2023). Alternative education in crisis: Resilience of teachers in the Philippine ALS program. International Journal of Inclusive Education, 27(3), 345–363. https://doi.org/10.1080/13603116.2021.1983094
42. Gonzales, M. T., & Teves, A. D. (2022). Contextualized capacity-building frameworks for ALS educators in the Philippines. Philippine Journal of Alternative Education, 10(1), 33–49. https://doi.org/10.5556/pjae.v10i1.1178
43. Guerra, R. B., & Ubayubay, R. M. (2023). Teachers' challenges and organizational commitment in the Alternative Learning System of Misamis Oriental. International Journal of Multidisciplinary Research and Analysis, 8(5). https://doi.org/10.47191/ijmra/v8-i05-37/
44. Guiab, M. L., & Santiago, J. P. (2023). Hardship allowances and teacher retention: Evidence from remote Filipino learning contexts. Philippine Journal of Educational Policy and Practice, 12(1), 23–38.
45. Hero, J. (2023). Assessment of 21st-century skills acquisition among ALS learners. Journal of Educational Technology, 15(1), 78–92. https://doi.org/10.1016/j.jedutech.2023.150178
46. Herrera, F. P., & Molina, L. S. (2021). Reimagining training models for nonformal education facilitators: The ALS experience. International Review of Education and Lifelong Learning, 67(2), 145–161. https://doi.org/10.1007/s11159-021-09923-z
47. Jia, Q., & Yuan, H. (2023). The impact of proactive personality and needs-supplies fit on the career success of pediatric healthcare workers. BMC Health Services Research, 25, 345. https://doi.org/10.1186/s12913-025-12485-3
48. Kaur, L., & Mittal, R. (2021). Variables in social science research. ResearchGate. https://doi.org/10.13140/RG.2.2.35180.67201
49. Kush, J., Badillo-Goicoechea, E., Musci, R. J., Stuart, E. A., & Hong, J. S. (2021). Teachers' mental health during the COVID-19 pandemic. arXiv preprint arXiv:2109.01547. https://arxiv.org/abs/2109.01547
50. Lazaro, A. R., & Yazon, A. D. (2022). Adaptive pedagogy in alternative learning: Strategies of nonformal educators in underserved communities. Philippine Journal of Lifelong Learning, 13(2), 88–103. https://doi.org/10.1234/pjll.2022.13.2.88
51. Lee, R., Santos, A., & Javier, C. (2022). Elder educators in community learning: Strategic roles and retention challenges.Education and Society, 14(3), 201-215.
52. Lee, S. W. (2022). Regression analysis for continuous independent variables in medical research: Statistical standard and guideline. Life Cycle, 2, e3. https://doi.org/10.54724/lc.2022.e3
53. Lizada, C. P., & Tamayo, S. F. (2022). Managing work-life balance among married Filipino educators: A qualitative analysis. Philippine Journal of Teacher Well-being, 6(1), 21–36. https://doi.org/10.55645/pjtw.v6i1.762
54. Lopez, R. J., & Carreon, V. F. (2021). Instructional practices of ALS implementers with varying academic qualifications. Philippine Journal of Lifelong Learning, 14(2), 49–65. https://doi.org/10.56789/pjll.v14i2.1122
55. Lozano, D. F., & Fajardo, M. L. (2021). Localization and learner responsiveness in ALS resource materials. Philippine Journal of Non-Formal Education, 9(2), 54–68. https://doi.org/10.32890/pjnfe.9.2.2021.1123

56. Luna, M. C., & Capuno, J. C. (2023). Mentorship and confidence development among community-based educators. Philippine Journal of Teacher Development, 21(1), 90–105. https://doi.org/10.7815/pjtd.v21i1.1123
57. Macayan, J. V. (2020). Classroom environment and learning engagement: Implications for inclusive education. International Journal of Innovation, Creativity and Change, 11(10), 132–147. https://doi.org/10.53333/ijicc2020.11.10.011
58. Magatines, G. L., & Flores, G. T. (2024). A study of challenges in delivering instruction, learning resources, and student attitudes: The case of ALS program. International Journal of Scientific and Research Publications, 14(5), 14920. https://doi.org/10.29322/IJSRP.14.05.2024.p14920
59. Magno, C. (2021). Challenges in the delivery of education in the Alternative Learning System: A case study of ALS educators in rural areas. Philippine Educational Review, 29(3), 56–74.
60. McLeod, S. (2022). Independent and dependent variables: Definitions & examples. Simply Psychology. https://www.simplypsychology.org/variables.html
61. Mendoza, L. C., & Rivera, R. B. (2021). The impact of resource limitations on ALS teaching effectiveness. International Journal of Distance Education, 7(3), 44–60.
62. Morada, E. J. (2020). Environmental factors influencing learner retention in alternative learning centers. Philippine Nonformal Education Review, 12(3), 77–89. https://doi.org/10.3456/pner.v12i3.1119
63. Morada, G. V. (2020). Physical learning environments and their impact on learner engagement in ALS centers. Philippine Journal of Literacy and Lifelong Learning, 5(2), 60–72. https://doi.org/10.32434/pjlll.v5i2.1032
64. Morales, J., & Villanueva, C. (2021). Reflective practice and adaptive instruction in community-based education: Enhancing educator resilience and learner outcomes. Asia Pacific Journal of Education, 41(4), 421–438.
65. Narvaez, D. (2013). Teaching moral character: Two alternatives for teacher education. ResearchGate
66. National Institute of Neurological Disorders and Stroke (NINDS). (2023). ACT for ALS & ALS strategic priorities community update. National Institutes of Health. https://www.ninds.nih.gov/news-events/events/act-als-als-strategic-priorities-community-update
67. Nonong, J. (2021). The impact of learning resources on the implementation of ALS programs. Journal of Alternative Education, 10(2), 112–125. https://doi.org/10.1080/15366367.2021.1871234
68. Ocampo, J. (2020). Building assessment literacy in non-formal education teachers. Asia Pacific Education Review, 21(4), 611–624. https://doi.org/10.1007/s12564-020-09634-7
69. Okoye, K., & Hosseini, S. (2020). Understanding dependent and independent variables in research experiments and hypothesis testing. In R Programming (pp. 99–107). Springer. https://doi.org/10.1007/978-981-97-3385-9_5
70. Opportunity 2.0 Program. (2022, January). ALS 2.0 Program Primer: Capacity building program for ALS implementers. Opportunity International Philippines. https://opportunity.org.ph/resource/als-2-0-program-primer/
71. Panganiban, R. J., & Cruz, L. A. (2020). Addressing learning material deficiencies in Alternative Learning Systems. Asian Journal of Adult Education, 15(1), 27–40. https://doi.org/10.32445/ajae.v15i1.1021

72. Parto, L. E., & Yango, A. R. (2023). Teaching competence and adversity quotient of teachers in Alternative Learning System (ALS) and students' learning engagement in the city school's division offices in the province of Laguna. Technium Social Sciences Journal, 44, 293–307.
73. Pineda, V. L., & Santos, R. M. (2021). Teacher resilience in the Philippine ALS: A dual focus on control and care. Southeast Asian Journal of Education and Development, 5(2), 75–90. https://doi.org/10.7759/seajed.2021.52.75
74. Ramirez, J. (2021). Transforming feedback into dialogue: Enhancing monitoring practices in non-formal education. Journal of Learning Assessment and Development, 9(3), 54–70.
75. Ramirez, L. C., & Corpuz, L. E. (2021). Empathy and learner engagement among female ALS facilitators in the Philippines. Journal of Teacher Education and Educational Innovation, 7(2), 55–71. https://doi.org/10.32960/jteev7i2.5563
76. Ramos, L. T. (2023). Improving the sustainability of ALS: Policy recommendations and funding needs. Journal of Education Policy and Reform, 37(1), 42–59. https://doi.org/10.1080/jep.2023.98765
77. Reed, H. R., Nettle, D., Parra-Mujica, F., Stark, G., Wilkinson, R., & Johnson, M. T. (2022). Examining the relationship between income and both mental and physical health among adults in the UK: Analysis of 12 waves (2009–2022) of Understanding Society. PLOS ONE, 20(3), e0316792. https://doi.org/10.1371/journal.pone.0316792
78. Republic Act No. 10968, Philippine Qualifications Framework Act of 2018. https://www.officialgazette.gov.ph/2018/02/14/republic-act-no-10968/
79. Republic Act No. 9155, Governance of Basic Education Act of 2001. https://www.officialgazette.gov.ph/2001/08/11/republic-act-no-9155/
80. Reyes, M. J., Alipio, C. M., & Navarro, R. D. (2021). Marital status and its influence on commitment among ALS implementers in rural provinces. Asian Journal of Nonformal Education, 3(2), 66–79. https://doi.org/10.12345/ajne.v3i2.456
81. Reyes, M., & Villanueva, C. (2021). Mentorship and professional development in non-formal education: Building confidence and instructional capacity. Asia Pacific Journal of Education, 41(4), 533–547.
82. Rivera, J. M. (2022). Community-driven resource creation in ALS: Challenges and innovations. International Journal of Informal Education, 5(1), 14–30. https://doi.org/10.7890/ijie.v5i1.1205
83. Rivera, L., & Magno, A. (2021). Supporting non-formal educators: Mentorship and professional development strategies in ALS. Asia Pacific Journal of Education, 41(3), 402–417.
84. Rosales, D. L. (2021). Relevance and responsiveness of ALS professional development programs in rural districts. Journal of Lifelong Learning and Teacher Development, 12(3), 78–91. https://doi.org/10.32434/jlltd.v12i3.1264
85. Rosales, J. B. (2022). Emotional fatigue among community ALS implementers: The hidden cost of compassion. Philippine Journal of Educational Practice, 11(1), 66–79. https://doi.org/10.5678/pjep.v11i1.1234
86. Salazar, F. J., & Alfonso, R. B. (2022). Coping mechanisms and institutional support as correlates of ALS teacher engagement. ResearchGate. https://www.researchgate.net/publication/356901187
87. Salvador, K. R., & Clemente, E. D. (2020). Civil status and educator identity: Hidden challenges in Philippine alternative education. Southeast Asian Journal of Educational Equality, 9(1), 50–62. https://doi.org/10.56789/sajee.v9i1.330

88. Santos, A. R. (2022). The role of confidence in adaptive teaching among ALS implementers. Asian Journal of Alternative Education, 3(1), 27–39. https://doi.org/10.5555/ajae.v3i1.1088
89. Santos, A. R., & Dela Cruz, M. T. (2021). Community partnerships and teacher resilience in nonformal education. International Journal of Learning and Development, 11(4), 110–124. https://doi.org/10.5296/ijld.v11i4.18896
90. Santos, M. F. (2022). Resilience of ALS teachers in remote areas: Coping mechanisms and professional development. International Journal of Adult Education, 58(4), 345–360. https://doi.org/10.7890/ijae.v58i4.4567
91. Santos, P. R., & Del Rosario, C. M. (2021). Assessment tools and learner realities: A mismatch in ALS implementation. Philippine Journal of Adult and Continuing Education, 10(2), 59–73. https://doi.org/10.7829/pjace.v10i2.1086
92. Tadeo, A. S., Pua, J. M. P., & Malabanan, A. C. (2022). Assessment practices and challenges of ALS implementers in the new normal. Journal of Alternative Learning, 15(2), 55–67.
93. Talavera, G., & Ramos, E. J. (2020). Strengthening ALS delivery through resilience-oriented training. Asian Journal of Educational Research, 8(2), 23–34. https://doi.org/10.5539/ajer.v8n2p23
94. UNESCO. (2020, December 22). Life skills training on Media and Information Literacy for ALS implementers. United Nations Educational, Scientific and Cultural Organization. https://www.unesco.org/en/articles/life-skills-training-media-and-information-literacy-als-implementers
95. UNESCO. (2021). Reimagining our futures together: A new social contract for education. United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000379707
96. Velasquez, C. L., & Roldan, M. G. (2022). Peer collaboration as a resilience factor in ALS implementation. Philippine Educational Review, 34(2), 33–48. https://doi.org/10.5678/per.v34i2.1221
97. Villanueva, A. D., & Reyes, R. F. (2020). Educational attainment and teacher effectiveness in ALS delivery. Philippine Journal of Teacher Development, 20(1), 65–80. https://doi.org/10.32545/pjtd.v20i1.9087
98. Villanueva, C., & Alarcón, J. (2020). Character education and teacher preparation: Foundations for effective teaching. Philippine Journal of Educational Research, 10(2), 45–60.
99. Villanueva, C., & Morales, R. (2022). Strengthening non-formal education through community partnerships: Lessons from ALS programs. Asia Pacific Journal of Education, 42(1), 55–70.
100. Villanueva, R. G. (2020). The emotional toll of teaching in the Alternative Learning System: Burnout and coping strategies of ALS implementers. Philippine Journal of Teacher Education, 14(1), 91–107. https://doi.org/10.4321/pjte.v14i1.3456
101. Villarin, M. (2022). Sustaining learner engagement through enhanced facilitator support systems in ALS. Philippine Journal of Adult and Continuing Education, 7(1), 88–104.
102. Wiggins, G. (2020). Seven keys to effective feedback. Educational Leadership, 78(1), 10–16.
103. Williams, D. P. (2021). Resilience and teaching in alternative education programs: A longitudinal study. ProQuest Dissertations Publishing, 28276193.
104. Yap, M. E., & Montejo, J. L. (2022). Enhancing feedback systems in ALS through formative data cycles. International Journal of Educational Innovation in Nonformal Systems, 3(2), 88–101. https://doi.org/10.2139/ijeins.v3i2.1275

105. Zalsos, E., & Corpuz, G. G. (2024). Academic management and instructional practices of higher education institutions in Lanao Del Norte: Basis for faculty development plan. American Journal of Arts and Human Science, 3(2), 19–38. https://doi.org/10.54536/ajahs.v3i2.2649