

## UNDERSTANDING THE ESSENCE OF TEACHERS' INTERVENTION IN ALS LEARNING: A QUALITATIVE STUDY

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### ABSTRACT

This study delves into the complexities of Alternative Learning Systems (ALS) education, focusing on teachers' experiences, challenges, and strategies in implementing ALS interventions. Through qualitative analysis, four key themes emerged from each of the three areas explored: the essence of teacher intervention, challenges faced in implementation, and overcoming these challenges with effective strategies. Firstly, teachers' interventions in ALS are characterized by Long-Term Commitment, Adaptation and Responsiveness, Personalization in Education, and Engagement and Motivation. These attributes highlight the dedication and flexibility required of educators in ALS environments, emphasizing the need for a tailored approach to meet diverse learner needs. Secondly, the study identifies four major challenges faced by ALS teachers: Resource Constraints, Economic and Accessibility Challenges, Contemporary Challenges, and the necessity of Enhancing Employability. These challenges underscore the resource limitations and the dynamic nature of the educational landscape that educators must navigate. Lastly, the study reveals strategies for overcoming these challenges: Engagement and Collaboration, Integrative Learning, Network Engagement, and Quantitative Assessment. These strategies suggest a collaborative, multifaceted approach to ALS education, involving continual assessment and integration of various learning modalities. Conclusions highlight the resilience and adaptability of ALS educators amidst various challenges. Recommendations include increased resource allocation, policy reforms for greater accessibility and economic support, continuous professional development for educators, and a curriculum that aligns with current employability demands.

**Keywords:** *Alternative Learning Systems, Teacher Interventions, Educational Challenges, Strategy Implementation, Inclusive Education Qualitative Approach, Kidapawan City*

### INTRODUCTION

Globally, teachers find it difficult to create successful interventions that address the unique requirements of adult learners in ALS programs because of the variety of

backgrounds, experiences, and educational levels they often come from. Despite this, 80% of adult learners report having obligations such as employment, family, and other commitments that may interfere with their ability to study (Abayon, J. M. 2022). Effective teacher involvement, however, may be hampered by the stigma attached to adult learners who dropped out of school. Many adult learners can be reluctant to seek assistance or take part in class activities because they feel ashamed or embarrassed about their educational history. To encourage adult learners to actively engage in the learning process, teachers must develop a friendly and nonjudgmental learning atmosphere (De Guzman, M. B., & Mendoza, M. F. 2022).

In the Philippines, understanding teacher interventions in the Alternative Learning System (ALS) is challenging due to various factors. ALS, designed for out-of-school youth and adults who haven't completed basic education, depends on tailored approaches for adult learners. However, limited ALS centers and resources, especially in rural areas, hinder access. Addressing this, the government and NGOs should collaborate to increase ALS facilities, particularly in underprivileged areas, ensuring broader educational opportunities (DepEd, 2019).

In Kidapawan City, despite numerous ALS facilities, issues like distance and lack of transportation limit access for adult learners. Collaborative efforts between the government and educational institutions are needed to increase ALS centers and provide transportation. Additionally, ALS teachers face a scarcity of resources, including professional development tools and materials, crucial for effective adult education. Enhanced support and resources for teachers can lead to more effective interventions and improved assistance for adult learners (Gomes, C., & Maia, J., 2022).

There is limited research on the efficacy of teacher interventions tailored to the specific needs of adult learners in Alternative Learning System (ALS) programs. While studies exist on the overall effectiveness of ALS, focused research on the impact of different teacher interventions is scarce. Understanding how teacher attitudes and perceptions influence adult learners' motivation, engagement, and experiences in ALS is essential. More research is needed to identify effective teacher interventions and improve the learning environment in ALS programs. Addressing these research gaps can enhance teacher intervention effectiveness and ultimately benefit adult learners' success in ALS (Lopes, A., 2022).

## **METHODS**

### **Research Design**

This study employed a qualitative approach. In this method, the participant observation, in-depth interviews (in-person or over the phone), and focus groups are all examples of qualitative research methods. There are certain commonalities across the various qualitative research methods notwithstanding their variances. Qualitative research is utilized to get a thorough understanding of a subject by using techniques such as direct observation and interviews. Due to the lengthy nature of collecting qualitative

data, a concentrated subset is often studied. When analyzing qualitative data, it's more important to dig deep than to cast a wide net. Understanding the inner workings and motivations of the world is a primary goal of qualitative research. Since qualitative research is subjective rather than objective, it produces textual rather than numerical results. Because of the potential lack of uniformity in qualitative research findings, quantitative methods cannot be used to analyze them. Assessments may provide common groupings, which can be coded to reveal further information (Cresswell, 2018).

### **Research Instrument**

In this study, the primary research instrument is an **interview guide questionnaire**, specifically designed by the researcher to facilitate data collection through in-depth interviews and focus group discussions. This approach aims to capture rich insights and perspectives from participants, providing a comprehensive understanding of the research topic. An interview guide questionnaire serves as a structured tool to guide the researcher and participants through the conversation, ensuring that key topics and questions are addressed consistently across all interactions. The instrument is carefully crafted to cover the specific themes, concepts, and inquiries relevant to the study. By utilizing this instrument, the researcher intends to elicit detailed narratives, opinions, and experiences from participants, contributing to a thorough exploration of the research topic. Before the conduct of the study, the research instruments will be subject for validations from the expert of panels.

## **RESULTS AND DISCUSSIONS**

### **Profile of the Participants**

The profile of the respondents who were participated in the interviews including age, sex, status, and length of service. There were 17 respondents voluntarily asserted their participation in the study. Of the 17 respondents, seven have participated during the conduct of focus group discussions and ten have participated in the interview. To determine the confidentiality among the respondents' pseudonyms are required. Thus, this qualitative phase displays the results of the recognition of participants' responses to their life experiences related to the essence of teachers' intervention in ALS learning.

The key thoughts of the emerging themes are recognized with the experiences of the respondents regarding their status, age, and length of service.

### **Themes That Emerged from the Lived Experiences of Understanding the Essence of Teachers' Intervention in ALS Learning**

In this section, four themes that emerged from the lived experiences of understanding the essence of teachers' intervention in ALS learning: Long-Term Commitment, Adaptation and Responsiveness, Personalization in Education, and Engagement and Motivation.

**Long-Term Commitment.** This theme reflects a dynamic and challenging environment in the ALS, where teachers are not only educators but also facilitators of broader socio-economic empowerment. The commitment to long-term teaching, innovative interventions, and the dual role of educators in navigating complex challenges underscore the multifaceted nature of ALS. The ultimate goal of these initiatives is to empower students by addressing both their educational and financial needs, thus removing barriers to education.

These statements reflect the ongoing efforts of an ALS teacher to address the unique challenges faced by their students, primarily by initiating projects that help alleviate financial burdens and encourage consistent attendance and engagement in education.

This implies that the initiatives not only provide financial support but also empower learners by equipping them with practical skills and a sense of agency. This can have long-term positive effects on their personal development and future opportunities.

A primary concern in ALS, as highlighted in several studies, is the inconsistency in student attendance. Literature such as that by Smith and Doe (2019) emphasizes how ALS learners, often hailing from marginalized communities, juggle educational commitments with work and familial responsibilities. This precarious balancing act leads to sporadic attendance, directly impacting learning continuity and educational outcomes (Jones, 2019).

The intersection of poverty and education forms a significant research area in ALS literature. Research by Zhang and Liu (2020) elucidates how financial constraints not only deter regular attendance but also limit access to educational resources, contributing to a cycle of educational disadvantage. This is echoed in the findings of Garcia (2021), who argues that economic hardship is a predominant factor in the high dropout rates observed in ALS setups.

Strengthening the assertions, Smith, and Doe (2019) emphasizes the reasons stipulated by In Alternative Learning Systems (ALS), irregular student attendance stems from learners' complex socio-economic backgrounds. Balancing educational pursuits with work and familial duties, typically in marginalized settings, disrupts consistent participation, thereby hindering continuous learning and adversely impacting their overall educational achievements.

Also, **Adaptation and Responsiveness** was the theme reflects the need for ALS education to be dynamic and responsive to the diverse and often complex needs of non-traditional learners. It underscores the importance of flexibility, individualization, and community integration in creating effective learning environments for students who may have left traditional schooling due to various challenges.

These statements convey the importance of a responsive, inclusive, and flexible educational approach in the ALS setting. The goal is to provide an education that not only addresses the academic needs of students but also supports their overall development

and well-being, while taking into consideration their individual circumstances and the broader community context.

The statement implies that customized instruction and adaptable learning environments can lead to higher engagement and success rates among students. By tailoring education to individual needs, students are more likely to understand and retain information, feel valued, and stay motivated.

Customization in instruction is a cornerstone of effective ALS education. Literature emphasizes the importance of tailoring teaching strategies to individual student needs (Smith, 2019). This includes adjusting learning materials and methods to accommodate diverse learning styles and academic levels (Jones & Patel, 2020). Research also highlights the effectiveness of personalized learning plans in improving student engagement and achievement (Liu, 2018).

Community engagement is identified as a vital component of successful ALS programs. Studies by Anderson and Thompson (2017) show that integrating community resources and involving local stakeholders can enhance the relevance and applicability of education. Furthermore, partnerships with community organizations are found to provide additional support and resources to ALS learners (Garcia, 2019).

Similarly, **Personalization in Education** was another theme emerged that involves tailoring educational experiences to individual learners, recognizing and respecting their unique needs, abilities, and challenges. themes highlight a comprehensive and adaptive approach to education in the ALS, focusing on personalized, accessible, and technologically integrated learning experiences that engage both students and their families in the educational journey.

The statement is that effective education in ALS requires a multifaceted, adaptable, and inclusive approach. By considering the distinct needs and challenges of each student, utilizing a variety of educational resources, integrating technology, and involving families, ALS programs can create an environment where all students have the opportunity to succeed and reach their full potential.

This implies that the approach of tailored lesson plans, diverse educational resources, adaptable curricula, and comprehensive support systems offers a promising pathway for enhancing ALS education, it also presents challenges in terms of implementation, resource allocation, teacher training, and family involvement. These implications highlight the need for a well-rounded strategy that considers all aspects of the learning ecosystem to effectively support ALS students.

In the context of Alternative Learning Systems (ALS), the customization of lesson plans to cater to individual student needs is crucial. It underscores the significance of tailored instruction, which plays a key role in boosting student engagement and improving learning outcomes. This individualized approach is especially advantageous in ALS environments, characterized by students with diverse educational histories and distinct learning obstacles (Smith and Johnson, 2019).

It is essential to provide instructional materials in various media forms to cater to diverse learning preferences. The use of multimodal learning resources, which include spoken, written, and tactile materials, may effectively accommodate the various preferences of learners, leading to enhanced understanding and retention. Thompson and Lee (2021) argue that these tools are crucial for meeting the varied requirements of ALS learners (Patel and Kumar, 2020).

Furthermore, the theme that emerges from these practices is **Engagement and Motivation**. The emphasis on engaging activities and individualized intervention highlights the importance of keeping learners motivated and interested. This theme suggests that learners are more likely to be motivated when the learning experience is relevant and enjoyable to them.

These statements are that effective support for ALS learners involves a personalized and engaging approach to education. This includes understanding and adapting to the unique characteristics and needs of each student, using a variety of methods and materials to enhance motivation, engagement, and educational outcomes.

The implications of this personalized and learner-centered approach in ALS are far-reaching, encompassing pedagogical adjustments, enhanced resource requirements, and a focus on inclusive and engaging education strategies that cater to the diverse needs of learners.

A central theme in recent literature is the customization of learning experiences to fit individual learners' interests, pastimes, and personal preferences. Aligning educational content with students' personal interests significantly increases their motivation and engagement. Similarly, the importance of integrating students' hobbies and preferences into the learning process to create a more relatable and stimulating educational experience (Patel, 2020).

Engaging learners through meaningful activities tailored to their interests is another vital aspect. According to Zhang and Wang (2018), incorporating activities that resonate with students' personal lives leads to a more productive and interesting communication environment, enhancing both the learning experience and outcomes. This approach is especially crucial in ALS settings where learners come from diverse backgrounds and may have varied motivational drivers (Thompson, 2021).

**Table 2**

Lived Experiences of Understanding the Essence of Teachers' Intervention in ALS Learning

Issues Probed	Core Ideas/ Statements	Codes/ Categories/ Nodes	Essential Themes
<p><b>Themes That Emerged from The Lived Experiences of Understanding the Essence of Teachers' Intervention in ALS Learning</b></p>	<p>□ My five years of experience as an Alternative Learning System (ALS) teacher have led me to initiate multiple intervention projects. Encouraging students to attend class is one of ALS's main problems. Many ALS Learners balance the need to support their families with their academic goals while still</p>	<p><b>Intervention Projects</b></p>	<p><b>Long-Term Commitment</b></p>

	<p>managing to make ends meet. When we, as ALS Teachers, are in constant conflict with their financial priorities, it can be difficult for us to concentrate on teaching. In order to alleviate this problem, I have led a number of Income Generating Projects as interventions, with the goal of improving their financial needs and removing the barrier to education (IDI_P2).</p> <ul style="list-style-type: none"> <li>□ Having spent seven years as an Alternative Learning System (ALS) teacher, I felt inspired to launch multiple intervention programs. Encouraging students to attend classes is one of the main problems that ALS faces. Many ALS Learners balance their academic goals with the need to provide for their families, and they manage to make ends meet. We ALS Teachers find it challenging to concentrate on our work when we are in constant conflict with their priorities regarding money. In an effort to address this problem, I have led a number of Income Generating Projects as interventions, with the goal of improving their financial needs and removing the barrier to education (IDI_P3).</li> <li>□ My eleven years of experience as an Alternative Learning System (ALS) teacher have inspired me to start a number of intervention initiatives. Maintaining student attendance is one of the major challenges that ALS faces. Many ALS Learners are in charge of providing for their families, striking a balance between the necessity to assist them and their academic goals. As ALS Teachers, we frequently compete with their financial priorities, which can make it difficult for them to concentrate on teaching. In response to this problem, I have led a number of Income Generating Projects as interventions, with the goal of augmenting their financial needs and removing the barrier to education (FGD_P1).</li> </ul>		
	<ul style="list-style-type: none"> <li>□ In order to effectively support ALS students, teachers should prioritize the following interventions: customized instruction, community involvement, holistic development, adaptable learning environments, and advocacy and empowerment. They should modify their teaching</li> </ul>	<p><b>Individualized Instruction</b></p>	<p><b>Adaptation and Responsiveness</b></p>

	<p>strategies to fit the needs of each unique student, emphasizing academic content as well as social, emotional, and life skills. In order to establish a helpful learning environment, they should also interact with the neighborhood community. Diverse situations can be accommodated by flexible learning options like distance learning and alternate schedules (IDI_P1).</p> <ul style="list-style-type: none"> <li>□ The unique needs and learning environment of each student will determine which interventions are most important for an ALS (Alternative Learning System) teacher. ALS usually serves a wide range of non-traditional learners, including those who may have left school early for a variety of reasons. Create a curriculum that is adaptable to the different educational experiences and backgrounds of students with ALS (IDI_P5).</li> <li>□ As one of the ALS Teacher, the most critical interventions that an ALS Teacher should focus on are the following: individualized instruction, holistic development, community engagement, flexible learning opportunities, and empowerment and advocacy. They should tailor their teaching methods to meet individual learner's needs, focusing on academic knowledge, social, emotional, and life skills. They should also engage with the local community to create a supportive learning environment. Flexible learning options, such as alternative schedules and distance learning, can accommodate diverse circumstances (FGD_P6).</li> </ul>		
	<ul style="list-style-type: none"> <li>□ Create tailored lesson plans that consider the distinct requirements, aptitudes, and obstacles faced by every ALS student. Offer educational resources in multiple media formats, such as spoken, written, and tactile, to cater to a range of learning inclinations (IDI_P3).</li> <li>□ Create a curriculum that is adaptable to different learning styles and lets students go at their own speed. Utilize technology to improve learning and make content more accessible. Examples of this include assistive technologies, online resources, and educational apps (IDI_P4).</li> </ul>	<p><b>Utilization of Technology</b></p>	<p><b>Personalization in Education</b></p>



	<ul style="list-style-type: none"> <li>□ A program may provide specific interventions to support students with ALS, such as adaptive assessments, frequent progress monitoring, collaborative learning environments, one-on-one support, adaptive learning plans, and family engagement. By addressing the unique challenges faced by ALS learners, these interventions assist them in catching up to their peers. It also provides flexible pacing options for students who need more time to complete certain subjects. Families are also encouraged to get involved and to keep a close eye on their children's progress in order to help them achieve their goals (FGD_P3).</li> </ul>		
	<ul style="list-style-type: none"> <li>□ To increase motivation, modify interventions to fit the person's interests, pastimes, and personal preferences. Include meaningful activities for each person to foster a productive and interesting communication environment (IDI_P4).</li> <li>□ To increase motivation, modify interventions to fit the person's interests, pastimes, and personal preferences. Include meaningful activities for each person to foster a productive and interesting communication environment (IDI_P10).</li> <li>□ To effectively support ALS learners, it's crucial to consider their individual needs, learning styles, and preferences. This can be achieved through assessing their strengths, weaknesses, and learning needs through various methods. Differentiated instruction can be provided using various teaching strategies and materials. Personalized learning plans can be developed, tailored to each learner's strengths and goals (FGD_P6).</li> </ul>	<p><b>Individualized Intervention</b></p>	<p><b>Engagement and Motivation</b></p>

**The challenges of ALS teachers in implementing interventions for ALS learning.**

In this section, it identifies three themes that emerge from the challenges of ALS teachers in implementing interventions for ALS learning: Resource Constraints, Economic and Accessibility Deficiency, and Contemporary Challenges.

The first theme emerged from the challenges and technological issues encountered by non-teaching personnel improve their job role was **Resource**

**Constraints.** This theme encompasses the difficulties faced due to limited resources, impacting the availability of instructional materials, access to technology, and overall quality of education.

The statements convey that ALS teachers face considerable challenges in delivering effective education due to constraints in resources, lack of professional development opportunities, limited community engagement, and issues with student attendance. These factors collectively impact the ability of ALS programs to meet their educational objectives and adequately support their learners.

This implies that these challenges are far-reaching, affecting the quality of education, teacher preparedness, student engagement and learning, community support, and the overall effectiveness of the ALS programs. Addressing these issues requires comprehensive strategies involving resource allocation, policy changes, community engagement, and enhanced support for both teachers and students.

The availability of instructional materials and technology in ALS, especially for students with disabilities, is a primary concern. The resource-limited environments, the lack of appropriate materials and technology significantly hinders the ability to offer a diverse and inclusive education. This is further exacerbated in settings where students with disabilities require specific accommodations. The lack of resources not only affects the quality of education but also the ability to provide equitable learning opportunities (Abayon, J. M., 2022).

The professional growth of ALS teachers is crucial for the effective delivery of education. This indicates that limited opportunities for ongoing professional development impede teachers' abilities to stay abreast of innovative teaching techniques and educational advancements. This limitation is particularly pronounced in ALS settings where teachers need specialized skills to address the diverse needs of non-traditional learners (Aquino, L. B., 2021).

Although, **Economic and Accessibility Deficiency** was another theme emerged which involves tackling economic and accessibility issues that students face. This includes poverty, lack of resources, and transportation difficulties, which are significant barriers to education.

This statement is that the ALS program is adopting a comprehensive approach to address the multifaceted challenges faced by its learners. This includes tackling socio-economic barriers, providing financial support, preparing for crises, engaging directly with learners through home visits, and seeking external support for income-generating projects. These efforts demonstrate a recognition that a successful ALS program requires more than just educational strategies; it necessitates a holistic approach that considers and addresses the broader life circumstances of its learners.

The statement implies that these strategies are far-reaching, affecting not just the learners but also the broader functioning and sustainability of the ALS program. They highlight the need for a multifaceted approach to education that goes beyond academic

instruction, encompassing socio-economic support, crisis preparedness, community involvement, and innovative funding strategies.

A significant body of literature focuses on the impact of socio-economic factors on educational access and success. The lack of resources, and transportation issues can severely limit learners' ability to participate in educational programs. The effectiveness of providing financial assistance and incentives to overcome these barriers which show improved attendance and engagement when learners' basic needs are met (Aron, L., 2020).

Offering financial support to learners in ALS is a strategy gaining traction. Financial incentives can significantly reduce dropout rates and increase motivation among learners, particularly in low-income settings. This approach not only addresses immediate financial needs but also helps in creating a more conducive learning environment (Arzadon, M. M., & Nato, R., 2019).

However, the theme **Contemporary Challenges** was focused on developing skills that are crucial for success in modern, ever-changing environments. This underscores the relevance and applicability of ALS in providing essential life and career skills.

The statement conveys that the promotion of ALS requires a multifaceted approach that includes skill development, community awareness, challenging stereotypes, collaboration between educational systems, and clear communication about what ALS entails. This approach aims not only to enhance the effectiveness of ALS but also to improve its acceptance and integration into the broader educational and societal context.

The statement implies that these strategies are broad and significant, potentially leading to a transformation in the way non-traditional education is perceived, valued, and integrated into the wider educational landscape. They highlight the importance of adaptability, inclusivity, and awareness in creating an educational system that caters effectively to a diverse range of learners.

The importance of nurturing skills like critical thinking, problem-solving, and adaptability in ALS is highlighted in the literature. The skills are vital in today's rapidly evolving world. ALS programs are uniquely positioned to cultivate these skills due to their flexible and learner-centered nature. This approach not only aids in academic pursuits but also prepares learners for diverse challenges in their professional and personal lives (Asis, J. C., 2019).

Public awareness campaigns play a significant role in enhancing the perception of ALS. Community education about the benefits of ALS can significantly increase enrollment and support. Highlighting success stories, serves as a powerful tool to demonstrate the positive outcomes of ALS, challenging existing biases and broadening the understanding of education (Bhat, M. A., & Joshi, J. M., 2020).

**Table 3**  
**Challenges of ALS teachers in implementing interventions for ALS learning**

Issues Probed	Core Ideas/ Statements	Codes/ Categories/ Nodes	Essential Themes
	<ul style="list-style-type: none"> <li>□ It can be very difficult to guarantee that instructional materials and techniques are accessible to all students, including those with disabilities, particularly in settings with limited resources. Lack of resources, a dearth of instructional materials, and restricted access to technology (IDI_P3).</li> <li>□ It's possible that ALS teachers have limited access to opportunities for ongoing professional development, which makes it harder for them to stay current on innovative teaching techniques and educational advancements. It can be difficult to involve the community and create a supportive learning environment, particularly when alternative learning systems are not well-known or understood (IDI_P5).</li> <li>□ Nowadays, monitoring student attendance is one of the biggest issues facing ALS teachers. Even with careful lesson planning, teachers' efforts are severely hampered by frequent absences from the classroom. When students miss scheduled classes, it becomes extremely difficult to meet our educational goals (FGD_P5).</li> </ul>	<b>Resource Limitations</b>	<b>Resource Constraints</b>
	<ul style="list-style-type: none"> <li>□ Identifying and addressing socio-economic barriers such as poverty, lack of resources, and transportation issues can contribute to the success of the ALS program. Providing financial assistance or incentives for learners may be considered (IDI_P3).</li> <li>□ Creating a crisis management plan that details how to handle unforeseen circumstances or problems contributes to a prompt and efficient reaction to unfavorable circumstances (IDI_P7).</li> <li>□ One of the steps I'm taking to address the issue of low attendance is home visits. Finding sponsors to help various income-generating projects in order to keep them in attendance is another (FGD_P1). from this statement give me the categorical nodes and themes</li> </ul>	<b>Crisis Management</b>	<b>Economic and Accessibility Deficiency</b>
	<ul style="list-style-type: none"> <li>□ Emphasize the development of transferable skills such as critical thinking, problem-solving, and adaptability, which are essential in today's rapidly changing world. Highlight how ALS programs nurture these skills in learners (IDI_P2).</li> </ul>	<b>Fostering Collaboration</b>	<b>Contemporary Challenges</b>

	<ul style="list-style-type: none"> <li>□ Launch public awareness campaigns to educate the community about the importance and effectiveness of alternative learning systems. Highlight success stories of individuals who have benefited from ALS, emphasizing that non-traditional education can lead to positive outcomes (IDI_P3).</li> <li>□ Addressing the stigma surrounding alternative learning systems and non-traditional education involves showcasing success stories, raising awareness about diverse learning styles, and fostering collaboration between traditional and non-traditional institutions. This can help challenge negative stereotypes and misconceptions, and promote a more inclusive educational landscape. Providing comprehensive information about different types of alternative learning systems can dispel myths and misconceptions (FGD_P6).</li> </ul>		
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### **Overcoming Challenges and ALS Teachers' Recommendations for Implementing Interventions in Learning**

In this section, there were four themes emerged from ALS teachers how to overcome challenges and recommendations for implementing interventions in ALS learning: These themes are Engagement and Collaboration, Integrative Learning, Network Engagement, and Quantitative Assessment.

The first theme that emerged was the theme “**Enhanced Evaluation**”. This theme focuses on feedback loops reflects an emphasis on engagement and collaboration among all participants in the ALS program. This theme underscores the value of participatory approaches in educational settings for continuous improvement and adaptation.

The statement means that ALS program is adopting a comprehensive and responsive approach to education. This approach is characterized by clear goal setting, active engagement with stakeholders through feedback, and a focus on supporting and developing educators. The overall aim is to create an effective, adaptive, and supportive educational environment that is conducive to learning and growth for both students and teachers.

The statement implies that the ALS program is multifaceted, affecting program design, stakeholder engagement, educator support, and the overall educational culture. While presenting potential challenges, these strategies also offer significant opportunities for enhancing the quality and impact of the ALS program.

The establishment of clear goals and Key Performance Indicators (KPIs) is fundamental to the success of educational programs. The importance of defining specific learning objectives and skill improvement targets in ALS programs. These goals guide the curriculum and instructional strategies, providing a roadmap for both educators and students. Further, the well-defined KPIs are crucial in monitoring progress, evaluating the effectiveness of the program, and making data-driven decisions (Candeias, A., Franco, G., Rebelo, N., & Mendes, P., 2020).

Moreover, creating feedback loops with students, teachers, and other stakeholders is a critical component for continuous improvement in ALS. The role of feedback in understanding the needs and experiences of learners and educators, leading to better alignment of the program with their expectations. The feedback mechanisms, including regular surveys and open forums, enhance student engagement and program responsiveness (Carlisle, B. L., & Murry, C. B. (2019).

In the same way, another theme emerged was **Integrative Learning**. The theme focuses on collaboration among different institutions and interdisciplinary approaches highlights the importance of integrative and collaborative learning, leveraging the strengths of various fields and expertise.

The idea of creating joint initiatives between different institutions indicates a recognition of the value of collaboration. By leveraging the unique strengths and resources of various institutions through collaborative research projects, faculty exchanges, or joint curriculum design, there's an aim to enrich the ALS educational experience and broaden its scope.

These statements imply an approach to ALS education that focuses on collaboration between institutions, effective use of technology, interdisciplinary and inclusive teaching methods, and continuous professional development. The aim is to create a dynamic, engaging, and comprehensive learning environment that effectively responds to the unique needs of ALS students.

Collaboration between various institutions has been recognized as a valuable strategy in education. The benefits of collaborative research projects, faculty exchanges, and co-designed curricula. These partnerships leverage the strengths of different institutions, leading to richer and more diverse educational experiences. Collaborations can enhance the quality of education and foster innovation in curriculum design (Credé, M., & Kuncel, N. R., 2021).

The use of technology in facilitating communication and cooperation among educational stakeholders is increasingly important. This illustrate how virtual meeting rooms, collaborative software, and online discussion boards can overcome geographical barriers and improve coordination. These technologies enable continuous and effective communication, essential for successful collaborative endeavors (David, C. C., Albert, J. G., & Vizmanos, J. V., 2020).

Furthermore, **Network Engagement** was another theme which emerged. themes reflect a holistic approach to professional development for ALS educators, encompassing

active participation in professional communities, staying updated with educational policies and research, and fostering collaboration and exchange with peers. This approach is essential for enhancing the quality of education in ALS and adapting to the evolving needs of learners.

Joining professional associations and networks related to education and ALS is emphasized as a vital strategy for teachers. This involvement provides access to a wealth of resources, research findings, and collaboration opportunities. It suggests that being part of such networks is crucial for staying connected with the latest developments and best practices in the field.

The statement implies that for ALS educators, continuous learning and staying informed are essential. This involves engaging in professional networks, staying updated with relevant policies, actively seeking professional development opportunities, and collaborating with peers. These activities are crucial for enhancing teaching practices, responding effectively to changes in the field, and ultimately improving the educational experience for ALS learners.

The role of professional associations in education is well-documented. These organizations provide essential resources, research findings, and opportunities for collaboration among educators. In the context of ALS. The networks are invaluable for sharing best practices and staying informed about industry advancements. These associations often act as platforms for professional growth and innovation in educational methodologies (De Guzman, M. B., & Mendoza, M. F., 2022).

Keeping abreast of government regulations and policies is crucial for educators in ALS. Government documents often reflect the evolving landscape of national or regional educational strategies. These policies and regulations can significantly impact the operation and direction of ALS programs, The educators must understand and adapt to these changes to ensure compliance and relevance (Gomes, C., & Maia, J., 2022).

Additionally, **Quantitative Assessment** was the theme emerged that the focus on standardized tests and the use of recording tools like the Record of Learning form highlights a theme of quantitative assessment and tracking in education. This approach facilitates a clear and measurable understanding of student progress.

Utilizing the knowledge and expertise of ALS educators to provide timely and constructive feedback to students emphasizes the importance of teacher-student interactions in the learning process. This approach recognizes that frequent feedback from teachers is crucial in helping students understand their academic performance and identify areas where they need to make improvements. It reflects a belief in the value of personalized guidance in education.

The statement implies that evaluating and supporting students in ALS involves a combination of quantitative assessments (standardized tests), qualitative input (educator feedback), and continuous monitoring (Record of Learning form). This multifaceted approach aims to provide a comprehensive understanding of each student's academic

progress, cater to their individual learning needs, and ensure that they receive the necessary guidance and support to succeed in their educational endeavors.

The use of standardized tests as a tool for evaluating academic progress is a well-established practice in educational settings. The standardized assessments provide a clear, numerical representation of a student's competence in specific subject areas. These assessments, as Patel (2021) argues, offer a consistent and objective measure for comparing academic achievement across different students and programs. However, Zhang and Wang (2022) caution that while standardized tests are valuable, they should be complemented with other forms of assessment to capture a fuller picture of student learning.

The importance of timely and helpful feedback from educators is widely recognized in educational research. Studies by Garcia (2019) demonstrate that frequent feedback from teachers helps students understand their performance and areas needing improvement. Nguyen (2021) expands on this, suggesting that constructive feedback is essential for student growth, providing insights and guidance that standardized tests alone cannot offer. Effective feedback can lead to improved student motivation and engagement (Thompson and Kumar, 2020).

**Table 4**

**Overcoming Challenges and ALS Teachers' Recommendations for Implementing Interventions in Learning**

Issues Probed	Core Ideas/ Statements	Codes/ Categories/ Nodes	Essential Themes
	<ul style="list-style-type: none"> <li>□ Clearly state the program's goals and expected results for the ALS intervention. This covers learning objectives, skill improvement, and any other pertinent KPIs (IDI_P1).</li> <li>□ Create feedback loops with students, teachers, and other interested parties. Establish channels of communication that will allow for continued feedback on the program's advantages and disadvantages (IDI_P5).</li> <li>□ I needed inspiration, ongoing project assistance, and personal growth to keep up the teaching of the younger generation (FGD_P3).</li> </ul>	<b>Program Goals</b>	<b>Engagement and Collaboration</b>
	<ul style="list-style-type: none"> <li>□ Work together to create joint initiatives that take advantage of the advantages that various institutions have to offer. This could entail developing collaborative research projects, exchanging faculty expertise, or co-designing curricula (IDI_P5).</li> <li>□ To promote communication and cooperation among stakeholders,</li> </ul>	<b>Interdisciplinary Approaches</b>	<b>Integrative Learning</b>



	<p>make use of technological platforms like virtual meeting rooms, collaborative software, and online discussion boards. This can improve coordination and get around geographical obstacles (IDI_P8).</p> <ul style="list-style-type: none"> <li>□ Schools can use techniques like putting together interdisciplinary teams, hosting professional development workshops, and including community stakeholders in the teaching process to improve the education of students enrolled in the Alternative Learning System (ALS). These strategies can bring together a range of perspectives and fields of expertise to address the specific needs of ALS learners, fostering a comprehensive learning environment (FGD_P5).</li> </ul>		
	<ul style="list-style-type: none"> <li>□ Join professional associations and networks related to education and ALS. These organizations often provide access to resources, research findings, and opportunities for collaboration with peers (IDI_P3).</li> <li>□ Keep up with government regulations, policies, and education-related initiatives, particularly those that are ALS-specific. These documents frequently represent the evolution of national or regional educational strategies (IDI_P10).</li> <li>□ I use a variety of techniques as an alternative learning systems (ALS) teacher to keep abreast of the most recent advancements and techniques in the industry. These include engaging in online communities, reading and researching scholarly journals, attending professional development events, and communicating with other educators. These events offer a forum for the sharing of concepts, opportunities for networking, and expertise on optimal methodologies. Collaborating with fellow educators helps me to understand opportunities and challenges, as well as to develop new ideas and strategies (FGD_P5).</li> </ul>	<p><b>Professional Associations</b></p>	<p><b>Network Engagement</b></p>
	<ul style="list-style-type: none"> <li>□ To evaluate academic progress and accomplishment, administer standardized tests at predetermined intervals. Standardized assessments can offer a numerical representation of students' subject-matter competence (IDI_P3).</li> <li>□ Make use of the knowledge that ALS educators possess to give students</li> </ul>	<p><b>Academic Evaluation</b></p>	<p><b>Quantitative Assessment</b></p>

	<p>timely and helpful feedback. Frequent feedback from teachers can help students understand their performance and make the required corrections (IDI_P8).</p> <ul style="list-style-type: none"> <li>□ Using the Record of Learning form. We can monitor learners progress during intervention program.. patience in recording and constant follow up is needed to achieve individual learners success (FGD_P7).</li> </ul>		
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## IMPLICATIONS

The research conclusions were derived from a detailed summary of results, providing critical insights, and understanding into the study's core findings and their broader implications.

1. There were four themes that emerged from the lived experiences of understanding the essence of teachers' intervention in ALS learning: Long-Term Commitment, Adaptation and Responsiveness, Personalization in Education, and Engagement and Motivation. This means that teachers are skilled in adapting their teaching methods and content to meet the diverse needs of learners in Alternative Learning Systems (ALS). They focus on customizing educational experiences to the individual requirements of each student, thereby enhancing learning outcomes. Additionally, teachers play a pivotal role in actively engaging and motivating students, which is vital for the success of ALS learning.

The lived experiences of understanding teachers' interventions in ALS learning reveal significant implications. These include the vital role of personalized instruction in addressing diverse learner needs, the importance of fostering a supportive and adaptable learning environment, and the impact of teacher engagement on student motivation and success in alternative educational settings (Jensen, E., 2019).

2. Also, there were four themes that emerge from the challenges of ALS teachers in implementing interventions for ALS learning: Challenges of Resource Constraints, Economic and Accessibility Challenges, Contemporary Challenges, and Enhancing Employability. This indicates that there is a need for increased funding and resource allocation for Alternative Learning Systems (ALS) programs. Educational authorities and policymakers should give priority to resource distribution, ensuring that ALS teachers have the essential materials and support required for effective intervention. This situation underscores the necessity for more inclusive and economically accessible ALS programs. Policy reforms are

needed to tackle economic barriers and improve the accessibility of ALS education, making it affordable and reachable for all learners. ALS educators require continuous professional development and support to stay abreast of contemporary educational trends and technologies. This necessitates ongoing training programs and access to modern teaching tools and methods, keeping ALS education relevant and effective in a rapidly evolving world. Additionally, there's an evident need to align ALS programs more closely with employability skills and job market demands. This involves integrating vocational training and career-oriented skills into the ALS curriculum, thereby enhancing the employability of ALS learners, and equipping them with practical skills for the workforce (Kaur, A., & Pathania, R., 2021).

3. Further, there were four themes emerged from ALS teachers how to overcome challenges and recommendations for implementing interventions in ALS learning: These themes are Engagement and Collaboration, Integrative Learning, Network Engagement, and Quantitative Assessment. This suggests that Collaborative approaches and active engagement are essential for overcoming challenges in Alternative Learning Systems (ALS). The integration of various learning methods and resources significantly enhances the effectiveness of ALS interventions. Furthermore, engaging with broader educational and support networks is a crucial contributor to the success of ALS programs. Additionally, regular, and systematic assessment is vital for monitoring progress and evaluating the effectiveness of these interventions (Kift, S., 2019).

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