

# Navigating Sustainable Practices of Alternative Learning System Teachers

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## Abstract

This study explored the sustainable experiences of Alternative Learning System (ALS) teachers in the Division of Malaybalay City. The paper provides an in-depth perspective on key challenges and highlights effective strategies for ensuring quality teaching in ALS programs.

This study employed hermeneutic phenomenological design. Ten ALS teachers were purposively selected as participants. Data were gathered through in-depth interviews utilizing a semi-structured interview guide, as well as through focus group discussions.

Five key themes emerged regarding the sustainable experiences of Alternative Learning System teachers: Creative and Innovative Use of Resources Practicing Commitment, Collaboration, and Resilience; Flexible and Technology-Supported Learning Access; Resilience and Purpose-Driven Motivation; Differentiated and Learner-Centered Practices in an Inclusive and Culturally Responsive Learning Environment.

The study showed that ALS teachers' sustainable practices are grounded in creativity, dedication, adaptability, and an emphasis on inclusivity and learner-centered methods. Based on these findings, it is recommended that educational leaders and policymakers strengthen support systems and professional development opportunities to further empower ALS teachers in sustaining and enhancing quality education.

**Keywords:** Alternative Learning System, Sustainable Practices, Teacher Resilience and Adaptability

## 1. Introduction

Sustainable practices are enhancing the Alternative Learning System (ALS) and making it a transformative educational field. ALS comes with flexible, learner-centric and customized approaches to education for each student, enabling students of all ages, backgrounds and abilities to access the best learning experience possible. Such practices are situated in and committed to long-term development, they provide alternative learning pathways for out-of-school youth, indigenous peoples, the elderly and persons with disabilities for continuing their education. ALS creates an inclusive learning environment where education can not only keep pace with its learners but also provide pathways towards opportunities that build a positive future for communities.

Republic Act 9155 Alternative Learning System (ALS) for teaching out-of-school children, adolescents and adults can come to be an education. Nevertheless, Many Filipinos do not have the chance to go through and finish formal basic education (Grades 1-6 and Year 1-4). Some of them leave school early, while others have no place to learn. Seeing that every Filipino is entitled to free of charge basic

schooling, so the government sets up ALS to make it possible for all Filipinos to get a complete education by all means that suit them.

The reason for these alternative certificate-programs is the Philippines government's adherence to the goals of UNESCO "Education for All" (EFA) programmed, especially to breaking off school drop-out rates and dramatic classes. The ALS project includes both the Accreditation and Equivalency (A&E) test, with which users can receive a certificate (equal to elementary or high school diploma), and Non-formal instruction. The ALS program has a flexible structure of delivery addresses the challenges faced by credit students especially those with working and family commitments. Mahinay et al. (2025) argued that flexibility in curriculum and delivery allows the learner to drop into adult education or vocational Technical Training outside of school.

Nevertheless, the scarcity of resources is a shared obstacle encountered by ALS teachers which often prevents them from implementing fully flexible and learner-centered approaches. Research indicates that ALS teachers are often confronted with the scarcity of instructional materials, technology as well as infrastructure limitations, which hamper quality education delivery. This is illustrated by work from Mahinay et al., (2025) that identifies lack of resources and technology supports as limiting ALS program implementation. Additionally, ALS classes are implemented in Non-formal or makeshift classrooms like community learning centers, barangay halls to other make-dos with no or inadequate facilities. Under this condition, teachers must be resourceful in the use of resources available to them and working with their teaching strategy. Department of Education (2020) similarly advocates that ALS is usually delivered in a flexible or community-based environment, both characteristics which are inclusive but present barriers to the availability of physical resources and learning support. Consequently, ALS teachers remain resilient and creative in their teaching practices to ensure provision of education even in a resource-stretched environment.

In this context, sustainable means that way of operating will continue to provide high-quality and effective services for teaching ALS programs where those who just teach now might well be future consumers. Programs suffering from several obstacles, which are felt particularly by ALS teachers can be transformed. They help teachers' professional development, their state of mind and their access to resources to ensure that irrespective of whatever happens, they can continue teaching in view of the many problems not of their own making they come to confront. ALS teachers 'in-service training and upskilling, designed to deepen their educational knowledge and skills, is essential. ALS professional development, which includes In-service training and upskilling opportunities to help raise the teachers' educational expertise level, is a key ingredient. Professional development in ALS guarantees that the teachers are able to keep up with latest teaching methods and techniques, Resurreccion et al. (2021). A fluid and adaptable learning environment for learners is ensured by ongoing training, which also enables teachers to adjust to different learning modalities, whether they are delivered in-person or online.

Mahinay et al., (2025) conducted a qualitative study on the features of ALS in the setting of schools in value of education in the Philippines premises around various curriculum, learning modality, community learning centers as well and assessment system regarding ALS implementation encompassing such essential components like that were called upon from each context- including andragogy. ALS is flexible and learner-centered but constrained by inadequate resources, poor technology support, legal issues hindering effective implementation. Such conditions emphasize the presence of ALS teachers who play a great part in sustaining educational delivery in times of limitation. Regarding sustainable practices, the findings suggest that ALS teachers are adaptable by contextualizing instruction according to the real-life

experiences of learners, resourceful by utilizing available materials and support from the community, and flexible through blended learning and other modalities such as distance learning. Further, their work around community learning centers speaks to commitments versus accessibility and quality. Therefore, the study highlights that sustainability in ALS teaching is contingent upon teacher resilience, creativity and responsiveness to learner needs and systemic limitations.

Alternative Learning System in the Division of Malaybalay City continues to cater clients, the need to conduct research on sustainable practices is vital for a number of reasons, including ensuring the ALS ongoing efficacy, scalability, and resilience in meeting the educational requirements of underserved and out-of-school populations. As ALS continues to expand and evolve, it is crucial to investigate sustainable practices that can ensure the program's continued effectiveness and impact. Sustainability in ALS encompasses various dimensions. Thus, the general purpose of this study is to explore the sustainable practices of ALS teachers with emphasis on how they address barriers towards achieving sustainability of ALS programs.

## **2. Framework of the Study**

This study bases its arguments on the proposed lifestyle practice of Alternative Learning System teachers in current educational system. Sustainable practices are a listing of the necessary components and relationships for a program to last and work well in the long-term.

Republic Act No. 11510 formally sets up the Alternative Learning System (ALS). This law creates a new way for students in the Philippines to get a fair and inclusive education. The law gives schools funding to enable ALS teachers set up flexible learning programs. This is because the teachers are important to ALS since they are motivated, resilient, and dedicated. The law makes it clear that we need to keep creating a supportive atmosphere so that we can keep offering high quality ALS services to the people who need them the most.

Sustainable leadership, transformational leadership, and the Systems thinking approach enhance the sustainment of Alternative Learning System (ALS) where its delivery can be long lasting considering quality education to all as an enduring endeavor. In organizational contexts, Sustainable leadership practices can be defined as long-term growth (economic, environmental, social), inclusivity and learning and behavioral change through collaboration of stewardship at all levels that result from shared responsibility for decision-making processes. Focusing in more recent thought, Shields, (2017) elaborates that a central feature of sustainable leadership is transformative leadership, ushering socially just and inclusive change to create improved opportunities for learners how are living now and into the future.

According to Boberg and Bourgeois, (2016) transformational leadership impacts on teacher motivation and student engagement by creating collaborative, intellectually stimulating and individualized support processes. This style of leadership is vital in ALS setting where teachers are pushed to vary their methods of instruction under other circumstances or scenario.

Additionally, they bring the Systems thinking of Voulvoulis et al., (2022) into play in order to refashion organizations as complex adaptive systems and enact sustainable change by aligning vision, culture and practice. These theories together allow for resilience, equity and sustainability to be built into educational institutions, facilitating adaptability and success in complex and dynamic environments.

Sustainable strategies visible in current ALS practice included resource optimization, contextualized instruction and community-based learning approaches. Teachers leverage whatever materials they can

find by using context-sensitive learning resources, inexpensive instructional tools and examples from their learners lives to make learning more relevant.

Collectively, the study examined the practices of Alternative Learning System (ALS) teachers in the educational setting. It identifies characteristics that promote sustainability and success of ALS programs. ALS teachers that provide non-formal learning opportunities to learners outside the conventional school system are essential in offering flexible, inclusive and high-quality education to learners requiring additional support. They carry out their professional tasks within the framework of legality and with resilience, motivation and devotion. ALS Teachers are using Sustainable Leadership to support program sustainability and promote continuous program growth, inclusiveness, and collaboration within their communities. They also practice transformational leadership, which is focused on bringing about constructive change and ensuring fair learning spaces. They use a systems thinking approach to create strategies to answer the increasing needs of education in which they consider the interconnected parts of educational environments and align visionary culture and actions. ALS teachers are able to execute effective community-based initiatives by focusing on sustainability, transformation and systems thinking. These techniques allow them to stay relevant and effective for current and future students.

### 3. Statement of the Problem

This study explored the sustainable practices of Alternative Learning System teachers in Malaybalay City. Specifically, this study sought to answer the following key question:

1. What are the sustainable practices experienced by ALS teachers?

### 4. Significance of the Study

The findings of this study provided information among Alternative Learning System Teachers regarding the sustainable practices. Specifically, the findings of this study would benefit the following:

ALS Teachers. This study offers meaningful reflections on their lived experiences and sustainable teaching practices. It highlights how ALS teachers employ creativity, resilience, collaboration, and adaptability in delivering instruction despite limitations in resources and learning facilities. The findings may serve as a guide for enhancing their teaching strategies, improving professional practice, and strengthening their capacity to sustain quality education in flexible learning environments.

Educational Leaders and Policymakers. The results of this study may serve as a basis for improving support systems, policies, and resource allocation for ALS programs. By identifying the real challenges and effective strategies of ALS teachers, administrators and policymakers can design more responsive interventions such as targeted training, provision of instructional materials, and stronger community partnerships to support sustainable ALS implementation.

Future Researchers. This study contributes to the growing body of literature on Alternative Learning System and sustainable education practices. It provides empirical data and thematic insights that may be used as a reference for future studies focusing on teacher resilience, instructional innovation, and community-based education in non-formal learning systems.

Learners and Communities. The study ultimately benefits ALS learners by promoting more effective, accessible, and meaningful learning experiences. Through sustainable teaching practices, learners are more likely to receive education that is relevant to their context, improving their chances of completing basic education and enhancing their opportunities for personal and community development.

## 5. Delimitation of the Study

This study was limited to the sustainable practices of Alternative Learning System (ALS) teachers in the program. Research participants consisted of ten ALS teachers who all had extensive experience and participated in the implementation of ALS projects on a large scale. They were chosen purposively on the basis of their functions and ability to offer rich and relevant understandings of teaching for sustainability within the ALS setting. The researcher devised in-depth interview guide and FGD used to elicit detailed accounts concerning their experiences and practices provided data. For the overall data analysis process and utilized hermeneutic phenomenology as outlined by Van Manen (2006). Likewise, the researcher patiently involved herself in analyzing the data to understand the responses of the participants.

## 6. Definition of Terms

The following key terms were used to effectively attain the researcher's objectives. They were defined conceptually and operationally for a clear understanding in this study.

ALS teachers would deliver knowledge and skills in sustainability, offer practical suggestions that would improve their teaching practices, implement and sustain sustainable educational practices in the real-world so as to advance improvements in teacher education and professional development. This would also affect as to how resources are optimally utilized and areas where policies could be tweaked.

Sustainable practices would mean incorporating strategies, methods, and behaviors that ensure the longevity of effectiveness, efficiency, and balance in a particular system like education. This study would ensure that learning opportunities continued to be accessible, relevant and flexible to the needs of out-of-school youth and adult learners over time.

## 7. Chapter 2 REVIEW OF LITERATURE

This chapter presents related literature and studies which support this research. This includes the broader concepts of Alternative Learning System from the different sources, authors, and writers. Thus, these related literature and studies are integrally vital to this research.

### Legal Basis

Republic Act No. 11510 is one of the comprehensive enactments aimed at institutionalizing ALS in our education system. The law provides for support for the program, including capacity-building activities, allocation of resources, and the creation of partnerships with different parties. Such provisions are directly relevant to alternative learning system (ALS) teachers, who have been acknowledged as important stakeholders in the implementation and sustainability of alternative education programs. Beyond delivering instruction, ALS teachers are also known to be community advocates who fosters learner participation and development of their own professional skills. As such, the institutional support mechanisms that RA 11510 provides serve to further enable ALS teachers to provide quality, inclusive and sustainable education Republic Act No. 11510, (2020).

These constitutional mandates of the 1987 Philippine Constitution act as underpinnings for the enrollment and execution of the Alternative Learning System (ALS) in the Philippines. Further down, Article XIV, Section 1 of the Constitution states that 'The State shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all'. This constitutional mandate serves as the basis for inclusive education especially of out-of-school youth and adults, who are part of that marginalized sector. Within this framework, ALS teachers are the

agents who embody this mandate as they provide flexible and context-responsive instruction. Implementing equity in education through learner-centered pedagogical practices paved the way for ALS teachers to widen access and advance the State's constitutional mandate (1987 Philippine Constitution).

The implementation of the Alternative Learning System (ALS) is pursuant to DepEd Order No. 001, s. 2026 which provides the Implementing Guidelines of the Enhanced Alternative Learning System. This policy provides a strategy framework to mainstream non-formal education for out-of-school children, youth and adults connecting the ALS curriculum with the K to 12 standards and the MATATAG Agenda. A key element of this requirement is the change to flexible, learner-centered routes such as micro-certifications and acknowledgment of prior learning, which call for a high level of pedagogical agility.

Therefore, the sustainability of ALS is mostly reliant on the sustainable practices of ALS teachers who must contend with multiple delivery modes such as modular, digital, and face-to-face training. Research characterization of these sustainable methods includes ongoing adaptation of instructional resources, integration of community-based learning, and longitudinal support systems to enable learner retention and lifelong competency. Through the institutionalization of these standards, DepEd creates the structural support for teachers to go from traditional teaching to a sustained and transformative facilitation, that addresses the socio-economic challenges faced by vulnerable learners.

Republic Act No. 9155 is the governance code for all schools, whether formal and non-formal as well as other alternative learning modalities that emphasize access, equity and quality in basic education. This legal framework will support the Department of Education to ensure that educational opportunities go beyond traditional school system. In essence, ALS teachers have a huge responsibility under this framework to act as the implementers of community-based and also flexible learning programs. Instructional coaches play a multifaceted role especially in non-traditional and adult-settings similar to that of post-secondary students, meeting their own educational needs, facilitating instruction with experts or mentors in the field, as well as managing learning environments. As a result, the teaching practices of ALS instructors are a manifestation of the decentralization and inclusivity advocated in RA 9155 where policy becomes duty against. The K-12 basic education program, established through Republic Act No. 10533 is institutionalized and it explicitly emphasizes the Alternative Learning System as a parallel and complementary type of schooling. It highlights the necessity for a curriculum that is learner-centered, inclusive and developmentally appropriate.

Ultimately, ALS teachers have to design and implement learning interventions that are contextualized in accordance with these principles, taking into consideration the diverse educational backgrounds of their learners. This is reflected in their teaching practices which include differentiated instruction, the integration of life skills into the curriculum and regularly assessing progress in their learners by means of continual assessment. Therefore, the role of ALS teachers in making the goals toward inclusivity and lifelong learning as reflected in RA 10533 work for alternative education contexts Republic Act No. 10533, (2013).

The implementation of ALS is operationalized in the policies issued by the Department of Education, especially DepEd Order No. 013, s. 2019 which adopts the ALS K to 12 Basic Education Curriculum. Central to ALS delivery, these policies articulate flexibility, contextualizing and learner-centered instruction as guiding frameworks. This policy framework guides ALS teachers in determining learner needs, creating instructional strategies, and selecting varied learning resources. Additionally, these

policies highlight the necessity of implementing monitoring and evaluation strategies to facilitate productive learning experiences. Thus, ALS facilitators are the essential implementers of these directives and translate policy into meaningful learning experiences relevant to their learners' circumstances.

### Sustainable Practices of ALS Teachers

The role of ALS teachers is important in facilitating marginalized learners to continue their education journey not just bearing the impact of poverty, distance from school facilities and lack of formal schooling. Contextualized instruction, community engagement, and learner-centered practices are some of the sustainable practices that they utilize. These strategies enable teachers to un-circle and place themselves both physically in front of the learners, as well as at the level where they will now learn with the help of their selected performance indicators.

Boberg and Bourgeois (2016) found that integrated transformational leadership characterized by inspiring a shared vision, fostering innovation, and providing individualized support positively influences achievement. Their study emphasizes that when leadership practices are applied consistently and cohesively, they enhance motivation, engagement, and overall performance, leading to improved individual and organizational outcomes.

This is relevant to ALS teachers' sustainable practices, as they often take on transformational leadership roles in their communities. By motivating learners, using adaptive and creative teaching strategies, and offering personalized support, ALS teachers sustain effective instruction even in resource-limited settings. Such practices promote continuous learner engagement and contribute to long-term, meaningful educational outcomes in the Alternative Learning System.

Shields (2017) explores whether transformative leadership is practical in real educational settings, particularly in advancing social justice. Drawing on insights from school superintendents, the study shows that transformative leadership goes beyond improving performance it challenges inequities, promotes inclusion, and addresses the broader social conditions affecting learners. While the approach is demanding and often constrained by institutional and systemic barriers, Shields argues that it is both possible and necessary when leaders remain committed to ethical action, critical reflection, and equity driven change.

This is highly relevant to the sustainable practices of ALS teachers, who often work with marginalized and underserved learners. Like transformative leaders, ALS teachers address not only academic needs but also social realities such as poverty, limited access to education, and community challenges. Their practices such as inclusive teaching, community engagement, and learner-centered approaches reflect a commitment to social justice. By sustaining these practices, ALS teachers contribute to long-term educational equity and empowerment, making transformative leadership both practical and impactful within the Alternative Learning System.

Voulvoulis et al. (2022) argue that systems thinking is essential for achieving sustainability transformation, as it shifts perspectives from isolated actions to understanding the interconnectedness of social, environmental, and economic systems. The study emphasizes that complex challenges such as sustainability cannot be solved through linear approaches; instead, they require holistic thinking, collaboration, and adaptive strategies. By recognizing patterns, relationships, and feedback loops within systems, individuals and organizations can design more effective, long-term solutions that address root causes rather than just symptoms.

This perspective is highly relevant to the sustainable practices of ALS teachers. In the Alternative Learning System, teachers often work within complex community contexts where learners' needs are

influenced by various social and economic factors. By applying systems thinking, ALS teachers can better understand these interconnected challenges and develop more responsive, community-based teaching strategies. Their practices such as contextualizing lessons, collaborating with stakeholders, and adapting resources reflect a holistic approach that supports sustainability. This enables ALS teachers to create learning environments that are not only flexible and inclusive but also capable of producing lasting educational impact.

Sustainable ALS practices arise from the interplay of leadership theories and systemic educational approaches. Sustainable Leadership provides the foundation for long-term program continuity, while Transformational Leadership drives innovation and keeps educators motivated. Systems Thinking ensures that all stakeholders are unified within a single, cohesive learning design. Collectively, these frameworks enable ALS to become more adaptive, inclusive, and resilient, empowering it to better meet the needs of marginalized learners both now and in the future.

Creative and innovative use of resources enhances teaching and learning in resource-constrained environments. Available materials are adapted and repurposed to support instructional goals. Improvised tools and strategies address gaps in resources and access. Innovation allows teachers to respond to challenges with practical solutions. These practices sustain learning and improve learner engagement. According to Devi and Thendral (2018), experiential learning enables learners to construct knowledge through direct experiences, reflection, and application. In this context, ALS adopts this perspective by contextualizing lessons through real-life situations and locally available materials. As a result, experiential learning strengthens the sustainability of ALS by making education more relevant and accessible.

Moreover, Dutra (2025) emphasizes that contextual education allows learners to critically examine their environment and develop informed decision-making skills. Thus, it serves as a key strategy in promoting both learner engagement and long-term sustainability. In addition, Seechaliao (2017) highlights that creativity in teaching emerges through learner-centered and problem-based approaches that encourage exploration and innovation. In this regard, the use of improvised materials and adaptive teaching methods illustrates how creativity becomes a response to limitations, transforming challenges into opportunities. Similarly, San Miguel and Estores found that improvised instructional materials significantly enhance learner engagement and support continuity of instruction in resource-limited environments. Furthermore, Gay (2018) underscores the importance of culturally responsive teaching in creating inclusive and meaningful learning spaces. Likewise, Lin et al. (2024) demonstrate that integrating cultural elements through technology improves both academic performance and cultural understanding.

Aligned with these pedagogical perspectives, policy frameworks also reinforce such practices. The Department of Education (DepEd, 2016) advocates for the contextualization and localization of learning materials to ensure relevance and inclusivity. Additionally, Senior and Sahlberg (2025) emphasize that equitable access to high-quality learning resources creates favorable conditions for effective learning, ultimately leading to improved educational outcomes. In practice, the use of shared mobile phones in ALS instruction reflects an adaptive and resourceful approach consistent with the recommendations of the Department of Education (DepEd, 2020), which encouraged the use of available digital tools to ensure continuity during the pandemic. Further supporting this, Traxler (2018) explains that mobile-assisted learning enables learners to access materials anytime and anywhere, thereby reinforcing flexibility and learner-centeredness.

At the same time, Citaristi (2022) highlights the importance of well-structured learning resources in sustaining continuity, particularly in distance education settings. Moreover, TALIS (2019) notes that effective resource management enhances teaching efficiency and reduces duplication of effort. Consequently, the innovative use of resources by ALS teachers reflects a convergence of theory, practice, and policy. Through adaptability, creativity, and responsiveness, education remains accessible, inclusive, and sustainable. Ultimately, these practices demonstrate that resource limitations do not hinder effective teaching; rather, they serve as catalysts for innovation that sustains meaningful learning experiences.

Practicing commitment, collaboration, and resilience strengthens teaching and learning in diverse educational settings. Commitment reflects dedication to supporting learners and achieving educational goals. Collaboration encourages shared responsibility among teachers, learners, and communities. Resilience enables individuals to adapt and persist despite challenges. These practices contribute to a supportive environment and sustained learning outcomes.

The Department of Education (DepEd, 2016) policy aims to guarantee fair and equitable access to basic education at any time and in any place. It also highlights the importance of inter-agency collaboration, demonstrated through partnerships with community stakeholders, local government units, and fellow educators, as a key competency in fostering multi-stakeholder engagement and promoting collaborative approaches to inclusive learning opportunities. (TALIS) 2019 highlights that teachers' adaptability and persistence are essential qualities for maintaining high-quality education across diverse learning environments.

In the study of Hargreaves and O'Connor (2018) argue that professional collaboration leads to sustained improvements in teaching practices. In this regard, ALS teachers engage in peer collaboration and shared resource development to enhance instructional quality. Moreover, collaboration supports continuous learning and strengthens professional practice in challenging environments. Similarly, Kraft et al. (2018) further emphasize that collegial support improves teacher effectiveness and student outcomes. ALS teachers rely on peer networks and community partnerships to address diverse learner needs. As a result, collaboration becomes essential in sustaining both teaching performance and learner success.

According to Ortan et al. (2021) highlight that teacher self-efficacy is closely linked to job satisfaction and well-being. In addition, ALS teachers who maintain confidence in their abilities demonstrate greater resilience despite resource limitations. Thus, self-efficacy strengthens teachers' capacity to sustain effective and meaningful instruction. Sandua (2025) describes self-empowerment as a key foundation for personal growth, highlighting the role of self-awareness, confidence, and accountability in shaping one's decisions. According to Mansfield et al. (2016) explored the role of resilience in teachers and found that those who are resilient are more likely to reframe challenges in a positive way and maintain their commitment despite constraints that may limit their effectiveness. This is particularly significant for ALS teachers, who often work with highly diverse learners while facing limited resources.

Gu and Day (2017) explain that teacher resilience is developed through reflection and adaptation to challenges. Likewise, ALS teachers view difficulties as opportunities for growth, enabling them to remain committed and effective. Consequently, resilience becomes a defining characteristic of sustainable teaching practice. Epstein (2018) emphasizes that school-community partnerships enhance educational outcomes through shared responsibility. Furthermore, ALS teachers actively collaborate

with community stakeholders, strengthening support systems for learners. Therefore, community engagement plays a crucial role in sustaining ALS implementation.

Aligned with global perspectives, UNESCO (2020) emphasizes that community involvement enhances inclusivity and sustainability in education. Martin (2025) describes community-centered learning as an approach that enhances learner motivation and engagement by fostering collaboration among schools, families, and the broader community. The study emphasizes that when learning is linked to real-life community experiences and reinforced through strong partnerships, students are more likely to become motivated, active, and deeply engaged in their education. Additionally, Fullan (2016) argues that sustainable educational change requires collective effort and shared vision. Thus, collaboration among ALS teachers and stakeholders strengthens program implementation and long-term sustainability. Linda Darling-Hammond (2017) asserts that ongoing professional development plays a crucial role in enhancing teachers' instructional quality and strengthening their capacity to address the diverse needs of learners. In similar, Fullan (2016) emphasizes that continuous professional learning is vital for sustaining meaningful educational change and enhancing teaching practices over time. Rachmad (2022) describes Empowerment Theory as a process through which individuals and communities gain greater control over their decisions, strengthen their confidence, and access opportunities that foster growth. In the context of ALS, this is evident in teachers' practices of supporting out-of-school and marginalized learners by nurturing self-confidence, promoting active participation, and offering flexible, context-responsive learning experiences. Huri et al. (2024) explore the role of collaborative learning communities in enhancing student engagement and academic performance. The study indicates that when students participate in collaborative activities such as sharing ideas, working in groups, and supporting one another they tend to become more actively involved in the learning process and achieve better academic outcomes. Moreover, it emphasizes that such learning communities foster a supportive environment that encourages active participation and meaningful interaction among learners. In addition, Fullan (2016) underscores that effective educators should model learning behaviors that encourage students to adopt a similar mindset. Moreover, continuous professional learning and a shared vision among stakeholders support long-term improvements in teaching and learning

In conclusion, commitment, collaboration, and resilience are essential in sustaining effective ALS implementation. While policies provide the foundation for equitable access to education, it is the dedication and adaptability of teachers that bring these goals into practice, especially in diverse and resource-limited contexts. Collaboration among educators, stakeholders, and communities strengthens instructional practices and enhances learner outcomes, while resilience and self-efficacy enable teachers to remain committed despite challenges.

Flexible and technology-supported learning access expands educational opportunities by allowing learners to engage with content beyond traditional classroom settings. Digital tools and mobile devices provide access to learning materials anytime and anywhere. Instruction can be adapted to different schedules, needs, and learning paces. These approaches support continuity of learning, especially in remote or resource-limited contexts. Technology also enhances interaction, resource sharing, and independent learning.

UNESCO (2020) highlights that flexible and technology-supported learning expands access to education, particularly for marginalized groups. In this context, ALS teachers utilize modular, offline, and digital tools to ensure continuity of learning. Moreover, flexibility in delivery allows learners to access education despite constraints in time, location, and resources.

This explains by Traxler (2018) that mobile learning enables access to educational content anytime and anywhere. Similarly, ALS teachers use shared mobile devices and digital platforms to maintain communication and deliver instruction. As a result, learners are able to continue their studies even in non-traditional settings. Hodges et al. (2020) discuss the effectiveness of modular and offline learning approaches during disruptions. Likewise, ALS teachers implement printed modules and offline resources to address connectivity issues. As noted by UNESCO (2018), learners build both confidence and competence through guided use of technology when teachers equip them with essential digital skills needed to actively participate in modern society. In addition, Redecker (2017) argues that student roles enhance learning when teachers scaffold the use of digital technologies, enabling learners to become more autonomous and competent users. Similarly, Sabri (2024) found that purposeful integration of digital tools not only increases student engagement but also strengthens their ability to develop relevant technological skills.

Fox (2016) examines how unequal internet access widens educational gaps among students from low-income backgrounds. The study emphasizes that digital access has become a fundamental requirement for meaningful participation in education, particularly as schools increasingly depend on online resources, blended learning, and digital communication. Similarly, Reimers and Schleicher (2020) note that schools and educators demonstrated flexibility by adopting shared devices, utilizing community access points, and organizing designated teaching spaces at specific times to ensure the continuity of learning during disruptive events.

Crompton and Burke (2018) emphasize that mobile learning enhances engagement and learner autonomy. In addition, ALS teachers integrate technology to support self-paced learning, allowing learners to take control of their educational progress. Thus, technology becomes a tool for empowering learners. Fox (2016) highlights that the digital divide limits access to education for disadvantaged learners. However, ALS teachers address this challenge through device-sharing and community-based solutions. Therefore, equitable access is achieved through adaptive and inclusive practices.

In conclusion, flexible and technology-supported learning plays a crucial role in expanding access to education, particularly for learners facing social, economic, and geographical barriers. By integrating modular, offline, and digital approaches, educators are able to ensure continuity of learning despite limitations in connectivity, time, and resources. Flexibility in delivery not only allows education to reach non-traditional settings but also supports diverse learner needs.

At the same time, the purposeful use of technology enhances learner engagement, autonomy, and skill development, enabling students to become more confident and capable in navigating digital environments. While unequal access to technology remains a challenge, adaptive strategies such as shared devices and community-based learning spaces help bridge these gaps. Ultimately, flexible and technology-supported approaches empower both teachers and learners, fostering inclusive, accessible, and resilient education systems.

Resilience and purpose-driven motivation are essential qualities that sustain teachers in challenging educational contexts. These concepts reflect the ability to remain committed, adaptable, and focused despite obstacles and limitations. A strong sense of purpose drives educators to continue supporting learners, while resilience enables them to cope with stress and overcome difficulties. Together, they contribute to consistent teaching performance and meaningful learning experiences.

According to Stutchbury and Biard (2023) emphasize that intrinsic motivation strengthens resilience and commitment among educators. In this regard, ALS teachers are driven by a strong sense of purpose in

providing inclusive education. Moreover, this motivation enables them to persist despite challenges and constraints. Lacaba et al. (2020) explain that intrinsic motivation and resilience are essential for sustaining teaching performance in difficult environments. Similarly, ALS teachers demonstrate dedication by going beyond their roles to support learners. As a result, their commitment ensures continuity of learning.

Katsantonis (2020) highlights that teacher self-efficacy and institutional support influence stress management and well-being. In addition, ALS teachers who feel supported are more capable of sustaining effective teaching practices. Thus, both personal and institutional factors contribute to teacher resilience. Merdiaty and Sulistiasih (2024) emphasize that teachers play a key role in fostering student motivation through supportive learning environments. Furthermore, ALS teachers derive fulfillment from learners' progress, which reinforces their sense of purpose. Therefore, student success becomes a source of sustained teacher motivation. Coombes and Ponta (2023) highlight that strong collaboration among schools, teachers, and communities improves educational delivery, boosts teacher morale, and enhances learner outcomes, as teachers who receive both institutional and community support are better equipped to adapt to challenges and sustain effective teaching practices.

According to Seko, (2022) Teachers in alternative education settings often encounter challenges such as learner absenteeism, diverse learning needs, and logistical constraints. However, by recognizing these as inherent aspects of their role, they become more committed, adaptable, and solution-oriented in their practice. Similarly, Mansfield et al. (2016) note that resilience is strengthened when challenges are seen as opportunities for growth and professional learning. This perspective encourages ALS teachers to persist and enhances their ability to create meaningful learning experiences for their learners despite ongoing difficulties. Zacky (2020) explains that teacher motivation is closely shaped by student engagement and classroom success, which in turn influences instructional enthusiasm. Likewise, Skaalvik and Skaalvik (2017) highlight that low levels of student participation can lead to decreased teacher motivation and increased emotional exhaustion. In addition, Phillips (2021) explains that personal beliefs and identity contribute to teacher resilience.

In conclusion, resilience and purpose-driven motivation are fundamental in sustaining the commitment and effectiveness of ALS teachers. Taken together, intrinsic motivation, strong personal values, and a clear sense of purpose enable teachers to persevere despite challenges and resource limitations. Moreover, the interplay between individual resilience and institutional support strengthens their capacity to manage stress and maintain high-quality teaching practices. The positive impact of learner progress and engagement reinforces teachers' motivation, creating a cycle in which student success fuels continued dedication. Additionally, collaboration among schools, communities, and educational systems further enhances teacher morale and adaptability. Thus, challenges commonly encountered in alternative education settings are not merely obstacles but opportunities for growth, innovation, and professional development. Ultimately, resilience in ALS teaching is shaped by both internal drive and external support systems. Therefore, by fostering supportive environments and recognizing the purpose-driven nature of ALS educators, the sustainability and impact of inclusive education can be strengthened, ensuring meaningful learning experiences for all.

Differentiated and learner-centered practices are essential in creating inclusive and culturally responsive learning environments. These approaches recognize the diverse needs, backgrounds, and abilities of learners. Instruction, materials, and strategies are adapted to support meaningful participation for all students. Learner-centered practices focus on active engagement, collaboration, and the inclusion of

students' experiences. This makes learning more relevant and empowering. The integration of differentiation and cultural responsiveness supports academic achievement, equity, and respect for diversity. According to Tomlinson (2017) emphasizes that differentiated instruction addresses diverse learner needs by adapting teaching strategies. In this context, ALS teachers modify instruction based on learners' abilities, interests, and pace. Moreover, this ensures that all learners receive appropriate support for success.

Mir (2025) highlights that learner-centered approaches promote active participation and critical thinking. Similarly, ALS teachers encourage collaboration and self-directed learning. As a result, learners become more engaged and responsible for their own learning. Macdonald (2021) proposes a vision for reimagining education through equitable, community-driven, and learner-centered systems, emphasizing that learning should extend beyond the classroom by involving families, communities, and local contexts. The framework highlights that such learner-centered ecosystems foster equity by addressing diverse needs and minimizing barriers to quality education. According to Yee (2016) explores peer coaching as a professional development approach, showing that when teachers collaborate through observation, feedback, and reflective dialogue, they can improve their instructional practices and more effectively address classroom challenges, leading to better student outcomes.

Johnson and Johnson (2018) emphasize that cooperative learning strengthens academic and social outcomes. Furthermore, ALS teachers implement group sharing and peer collaboration to promote inclusive learning. Therefore, collaborative strategies enhance both engagement and learning outcomes. Freire (2020) argues that connecting education to real-life experiences transforms learning into a tool for empowerment. In addition, ALS teachers relate literacy and numeracy to everyday situations, making learning meaningful. Thus, education becomes practical and relevant. In addition, Ocampo (2021) emphasizes that functional literacy and numeracy become more effective when they are taught with consideration of learners' social and economic contexts.

Mistry (2016) explains that storytelling supports cognitive development by structuring information into meaningful narratives that enhance understanding and memory. Likewise, Alabi (2024) highlights that combining verbal and visual elements improves information retention. In ALS classrooms, these approaches help teachers address diverse learning needs within flexible environments, making instruction more inclusive and effective. Similarly, UNESCO (2020) emphasizes that practical and contextualized learning approaches are essential in non-formal education systems like ALS to ensure relevance and sustainability.

According to Darling-Hammond (2017) emphasizes that effective teaching is rooted in responsiveness to learners' backgrounds and contexts, which enhances engagement and improves learning outcomes. In this regard, community input serves as a key foundation for innovation and adaptability in teaching practices. Gay (2018) highlights that culturally responsive teaching boosts student participation and achievement by linking learning to students' cultural knowledge and experiences. Similarly, Hattie and Anderman (2019) emphasize that visible learning and ongoing feedback play a significant role in improving student achievement. Kroeper et al. (2022) examine how instructors' teaching behaviors convey either fixed or growth mindset beliefs, shaping the overall classroom culture. The study highlights practices such as recognizing effort, encouraging improvement, and focusing on the learning process as ways to promote a growth mindset among students. Similarly, Remorosa (2024) highlights that social interaction is crucial to cognitive development, as learners construct understanding through

dialogue and shared experiences. Kolb (2018) explains that experiential learning enhances understanding through hands-on activities.

Overall, the synthesis underscores that sustainability in ALS is not merely about maintaining educational programs but about continuously evolving teaching practices through reflective, innovative, and community-driven approaches. ALS teachers emerge as transformative agents who bridge gaps in education by aligning pedagogy with the lived realities of learners. Their practices embody a holistic model of sustainable education one that is adaptive, inclusive, and resilient ultimately contributing to long-term educational equity and lifelong learning opportunities.

## 8. Chapter 3 METHODOLOGY

This research presents the research design, research settings, participants of the study, data gathering procedures, the research instruments to be used in gathering the data, ethical considerations, analysis of data on the sustainable practices of Alternative Learning System Teachers.

### Research Design

This study employed Hermeneutic Phenomenology Design to explore the sustainable practices of teachers and adopted a qualitative approach, guided by in-depth interviews, focus group discussions. Hermeneutic phenomenology understands human lives, experiences and world as experienced (human lifeworld and its phenomena) in their particular temporal context, probing depth on the highest level of understanding Suddick et al., (2020). It will look at how resource limitations and lack of student engagement can pose great challenges for teachers, but through professional development programs, the support of fellow educators and community outreach programs they are able to overcome these barriers. Research Theme Data will be analyzed thematically with the aim of capturing the key sustainable practices, how these influence teacher performance and student outcomes, as well as local support role in sustaining effectiveness of the ALS program. The study examines several teachers and their unique contexts, a comprehensive understanding of sustainability practices in ALS education can be gleaned.

### Research Settings

This study conducted in the ten districts of Malaybalay City, Bukidnon that provides Alternative Learning System as one of its offered curriculums. The research will consider ALS programs from these urban and rural environments, providing insights into the practices that sustain teachers at such diverse contexts. These districts are under Division of Malaybalay City whose administration and operation are in accordance with the Department of Education.

These schools offer an easy and flexible way to an education for those who cannot go to regular schools. These programs include students with special needs, adults, and out-of-school adolescents. ALS provides students the information and skills they need via informal education. ALS programs frequently employ innovative teaching approaches such as self-paced, modular and community-based education. Such approaches allow students to practice critical thinking, problem-solving and life skills while catering to diverse learning styles.

### Participants of the Study

This study catered ten (10) ALS (Alternative Learning System) teachers in Malaybalay City concerning sustainable practices they adopted for a particular teaching. Inclusion and exclusion criteria defined the selection of participants for the credibility and relevance of data.

The inclusion criteria included ALS teachers with 7–15 years of teaching experience, awardees known for Outstanding ALS Teacher in Malaybalay city and teachers who have consistently yielded high

passers in the Accreditation and Equivalency (A&E) Test. Exclusion criteria, on the other hand, excluded ALS teachers with fewer than seven (7) years of teaching experience and those who were not recognized as outstanding performers in the ALS program.

Among them are the award-winning ALS teachers from different districts who were recognized for their excellent service and contributions to the program. Actually, these A&E passers were former teachers who always achieved high grade the number of A&E test in their districts by effectively delivering ALS instruction. Their experience, recognition, and strong performance ensured a good mix of moderately experienced and highly seasoned educators. It offered a breadth of their sustainable teaching, the difficulties they faced and experienced practices. These teachers had a variety of teaching experiences and achievements, collectively providing a wealth of information regarding the implementation of ALS within each respective district in Malaybalay City as well as how they can be continued to practice sustainable education.

Through a purposive sampling method where the participants are already pre-selected, the general inclusion criteria should be a teacher teaching in any ALS program, elementary or secondary, and should have been in a regular employment basis. These respondents will suffice the very basic data that would further help the findings of this study.

#### Research Tool

Data for this study were collected using semi-structured interviews and focus group discussions (FGDs). The 10 ALS teachers will be individually interviewed in depth through open-ended questions describing their experiences, sustainable practices as well as challenges and maintained strategies for teaching.

This research will use semi-structured questionnaire, whereby probes and additional questions can be offered to supplement the data produced, while still facilitating a guided course of inquiry. Such method allows for the gathering of thick and rich data in a way that is less prescriptive, allowing participants to share their understanding Creswell & Poth, (2016). Demographic profile of the respondents, which will be used for descriptive analysis, is obtained from the questionnaire. Moreover, for focus group discussions (FGDs) will be conducted with the participating teachers to facilitate the engagement and interaction as well as shared reflection among them in terms of their experiences together with common challenges or sustainability strategies. Focus group discussions (FGDs) are useful for allowing shared meaning to emerge as a product of group interaction and guided discussion Robinson, (2020). This could serve as an effective means of providing context on sustainable practices, resources available and institutional frameworks that promote the implementation of ALS programs.

The survey consists of open-ended questions intended to elicit information about ALS (Alternative Learning System) teachers looking into their professional experiences and practices. Part I, it collects demographic information about the teachers personal, educational and professional. Part II, shows the lived experiences and sustainable practice of ALS teachers, uncovering how they embed sustainability within their teaching as well as the challenges faced in doing so. Part III, discusses ALS teachers, their self-efficacy and motivation, what keeps them going and how they manage to keep going. Part IV, it explores transformational leadership and engagement, looking at how teachers who teach ALS foster the support of their learner using methods of leadership that encourage them to grow and get involved in the process. Part V, discusses Peer Collaboration and Communities of Practice to study how teachers work together with their peers to share knowledge and learn more, such as through professional learning communities that help students succeed and teach well. Part 6 of the study entailed FGD (Focus Group Discussion), which invited selected teachers for their insight, experience, and perspective. This section

intends to extract a deeper qualitative information about his observations, problems and guidelines linked with implementing and finding out the institution like effect of program for control the objective on individuals. The open-ended questions help for a deeper, more nuanced understanding of the teachers and their experiences and professional journeys.

The tools have been found reliable and accurate by language and domain experts. The use of various instruments is helpful in to obtain a more comprehensive and integrated view about the sustainable practices done by ALS teachers in Malaybalay City. Through this it builds rigor around the findings whilst also enabling more in-depth exploration of how these practices manifest within different educational environments. Moreover, the utilization of validated tools helps improve quality of research in terms of sustainable education.

#### Data Gathering Procedure

The research followed proper protocol in collecting the data. The researcher secured the certificate of clearance from the Research Ethics Committee after thorough revisions based on the suggestions required before conducting the study. At the same time, the researcher secured letter from the College of Education dean giving the signal for data gathering. After which, the researcher asked for the approval from the members of the panel on the research instrument through a referendum. After the approval of the letter, the researcher forwarded the endorsement to the participants. After the participants received and agreed, the researcher requested the participants to sign the Informed Consent Form. Upon the forms were signed, the researcher proceeds with the scheduling of interviews based on the participant's most convenient time. The venue of the interview was free from any noise and obstructions, well-ventilated and will allow the participants to answer the questions freely and with the spirit of confidentiality. The data collection process was structured and systematic to ensure the reliability and integrity of the data.

In-depth interviews were arranged and conducted either in person or virtually, depending on participants' availability and preferences. During the conduct of the interview the participants were encouraged to be open-minded and share their insights, best practices, personal experiences on the questions that will be asked without any hesitations and filters as leaders in their departments. Through this, the researcher acquired the most genuine and valid information that will enhance the paper. During the interview, the researcher used audio-recorder to ensure that all information will be recorded. All responses were transcribed and systematically analyzed.

After the conduct of the interview, the researcher proceeds with the scheduling of the FGD which will be attended by all of the research participants if deemed necessary. The participants agreed on the time and venue of the FGD. During the conduct of the FGD, each of the participants answered and expressed their own ideas, experiences, views, and beliefs on the questions prepared by the researcher. The session was audio-recorded to ensure that all relevant information were recorded and for easy and effective transcription.

#### Data Analysis

This study was entirely underpinned by hermeneutic phenomenology Van Manen 2006 in interpreting the sustainable practices of teachers within Alternative Learning System (ALS). This descriptive attention and interpretive reflection approach enabled the researcher to remain attentive to how sustainability in ALS teaching is constructed, enacted and maintained in education practice. This study, directed by Van Manen, pursued a solid focus on the phenomenon of sustainable practices as an unfolding educational process rather than static notion. The main data were collected using semi-structured interviews that aimed to get detailed narratives of teaching strategies, other resources used,

engagement with stakeholders and how they adapt their provision to facilitate the continuation of ALS programs.

The analysis was grounded in Van Manen (2006) three forms of thematic reflection holistic, selective, and detailed. This integrated practice conveyed an understanding of how ALS teachers understand and perform sustainability across different types of classrooms. This selective approach stressed the notion of significant statements only on core concepts like resource efficiency, innovation in teaching strategies and responsiveness to learner needs in respect to sustainability. This more meticulous method entailed a concordance type analysis whereby the line-by-line inspection of the data revealed subtle nuances between specific words and phrases related to planning, adaptations to instruction and continuity of program. Reflective writing supported interpretation at every stage of the analytic process, providing a means for the researcher to informally and iteratively clarify nascent meanings of data in relation to the larger phenomenon. Iterating back and forth between parts of the analysis the elements of the data to interpret them along with the whole as the complete context of Alternative Learning System sustainable practices, allowed for a more coherent and rigorous interpretation.

## 9. Chapter 4 Presentation, Analysis, and Interpretation of Data

This chapter presents the analysis, interpretation, and findings of the study. The significant came out from the interviews and focus group discussion through transcription using audio-recorder. From there, the researcher did a thorough analysis to captivate the themes that substantiate the phenomenon under study

### Sustainable Practices of Alternative Learning System Teachers

The sustainability of Alternative Learning System (ALS) teachers is shown in the ways they adapt, where they are resourceful, contextualize their teaching, and teach inclusively despite circumstances that constrict the process. They are highlights of thinking selected experiences in what Van Manen (2006) calls an interpretive lens the view that we will find meaning in professional practice when we reflect on our practices and what matters to us showing how teachers intentionally act upon actual educational realities. Five themes emerged from ALS teachers' responses: Creative and Innovative Use of Resources; Practicing Commitment, Collaboration, and Resilience; Flexible and Technology-Supported Learning Access; Resilience and Purpose Driven Motivation; Differentiated & Learner-Centered Practices in an Inclusive and Culturally Responsive Learning. These themes echo the underlying notion that sustainability in ALS is less about maintaining certain programs and more so about re-envisioning and evolving teaching practices through reflection, creativity, as well as by promoting responsive educational approaches pertinent to the diverse contexts of learners to foster meaningful and lasting educational experiences.

### Theme 1: Creative and Innovative Use of Resources

ALS Teachers adapt creative and innovative practices in utilizing resources in the Alternative Learning System (ALS) which are very crucial in enhancing teaching-learning most especially when we have limited resources. That is how resourceful ALS teachers are able to use materials that they can find locally, recycled items and low-cost items (even non-expensive ones), gainful instruction tools used for learner engagement and understanding. This program promotes flexibility in the delivery of learning which made it possible for a teacher to change instructional materials on how learners learn and what resources their community provides that appropriate teaching and learning materials can make a qualitative difference in broadening access to an education system and improving the quality of its

provision, particularly through non-formal educational systems. Additionally, contextualized instruction is one of the important approaches in ALS where teachers draw on real-life experiences and educational contexts of the learners.

Indeed, Devi and Thendral, (2023) experiential learning theory supports this practice indicating knowledge is constructed through concrete experiences, reflection, and application. Experiential learning practices are used within ALS to foster learner autonomy, critical thinking, problem-solving and adaptability. Moreover, Dutra, (2025) strongly supports contextual education that enables learners to reflect and critically examine their settings so as to make sound decisions on issues. All of these approaches together help develop an agility in learners to tackle complex life situations.

In addition, teachers in alternative learning environments demonstrate instructional innovation by adjusting their teaching styles to compensate for the limitations of instructional materials. Likewise, Seechaliao, (2017) explores instructional strategies that foster creativity and innovation in education, emphasizing learner-centered approaches such as problem-based learning, collaboration, and the use of technology to enhance critical thinking and idea generation. The study highlights that creativity can be developed through supportive teaching practices that encourage exploration, open-ended tasks, and real-world applications. It also underscores the teacher's role in creating a flexible and engaging learning environment that promotes curiosity, active participation, and the development of essential 21st-century skills like problem-solving and adaptability. This innovation not only facilitates the delivery of instruction, but it also helps to create a more inclusive and responsive learning environment. In general, the literature highlights that ALS is characterized by an effective and innovative use of resources as critical to provide a real-world context for meaningful learner-centered education that develops problem-solving, critical thinking skills and real-life applications.

The statement shows that P6 created innovative solutions using local, recycled materials and simple technology to address limited resources and keep learners engaged.

“I use contextualizing learning materials using locally available objects. I am using for that during our learning session. Example cardboards, manila paper for visual aids. So, I am finding ways to cater their needs even if they are not present” (P6)

By incorporating locally available objects like cardboards and manila paper as visual aids using contextualized learning materials, a responsive- resourceful feature of teaching practice that connects even learners who are not present. The use of localized and contextualized instructional materials for meaningful learning and recommends modifying teaching resources according to the materials from available in the community in order to ensure inclusive and adaptable learning environments. In addition, San Miguel and Estores, showed that improvised and locally made instructional materials result to achieving greater engagement of learners and enable continuity of instruction among learners in an under-resourced teaching environment.

Participant 8 able to contextualize learning within the community.

“Incorporates local culture and real-life experiences into her lessons as a means of contextualizing learning within the learner's community” (P8)

Recent literature on contemporary education endorses the principle of embedding local culture and authentic experience in lessons to contextualized learning within the learner's community. Gay (2018), emphasizes that effective teaching goes beyond content delivery it requires teachers to build strong relationships, create inclusive classrooms, and use diverse instructional strategies that reflect the cultural diversity of learners. The work also highlights that culturally responsive teaching improves student

engagement, academic success, and self-identity by making education more meaningful and respectful of diversity. It encourages educators to be reflective practitioners who adapt their methods to meet learners' cultural and social contexts, ultimately promoting equity and inclusivity in education. Similarly, Lin et al., (2024) examined how virtual reality supports cultural education and academic performance among migrant students and integrate their original culture while adapting to a new one perform better academically and helps improve cultural understanding, reduce acculturation stress, and enhance learning outcomes, making it an effective tool in multicultural education. Also, the DepEd (2016) advocates contextualization through teaching strategies suggesting that teachers should modify these materials in view of distinct context of local culture, resource within a community and real-life situations to make learning more meaningful and lead them for better understanding.

Participant 1 consistently provided an equal opportunity for each learner by reproducing copies of supplementary materials so that each learner receives what they need.

“I usually adopt the innovation of the region 10, which is learning activity sheets. I also have supplementary materials, and I photocopied it so that each learner should have copies for any activity sheets so that they can also have their own copies to enhance their learning” (P1)

The FGD shows that ALS teachers describe storing modules and teaching resources in shared digital folders as a practical way to organize, access, and share learning materials. Moreover, it promotes collaboration, efficiency, and consistency in lesson delivery among teachers.

“Store our modules and teaching resources in shared digital folders” (P1)

FGD revealed that ALS teachers emphasize the importance of storing modules in an organized and accessible manner, enabling easy retrieval, updating, and continuous improvement of instructional materials to support flexible and responsive teaching practices.

The adoption of region wise innovations of learning activity sheet and other supplementary materials which are photocopied for every learner shows an effort towards making learning easy and inclusive. This way, learners have their copies to work independently and keep learning constantly. The Department of Education (DepEd, 2016) emphasizes creating and using learning resources that are focused on the learner, relevant to local context for effective delivery in teaching and learning activities. Senior and Sahlberg, (2025) also reminds us how equitable access to quality learning resources for all students promotes an optimal condition for learning which in turn translates into improved outcomes.

The statement shows that P9 is incorporating digital tools in class activity.

“I enhance learning for my ALS students... like shared mobile phones to make lessons practical, engaging, and accessible” (P9)

Such practice is very pertinent to Alternative Learning System teachers who operate in situations of learners with poor access to formal learning tools, lack of stable internet connection and personal device to link learner's knowledge. The use of shared mobile phones to support ALS instruction demonstrates an adaptive and resourceful teaching strategy conforming with the Department of Education (DepEd, 2020) recommendation during the pandemic for using whichever digital tools accessible in order to assist continuity and flexibility in learning delivery. This is particularly important to ALS settings, where learners tend to be far away from each other or when they are working individuals or out-of-school youth who need the flexibility of accessing learning resources outside traditional classroom hours. Shared mobile phones act as useful gadgets for ALS teachers because they can use these devices to distribute modules, relay assignments, and stay in touch with learners who are not able to join face-to-face classes regularly.

Further enhancing the true, flexible and student-centered context of mobile-assisted learning, Traxler (2018) asserts that this type of learning provides access to educational materials anytime anywhere. It further promotes personalized learning in the case of ALS programs by enabling learners to go at their varying paces while still receiving teacher guidance and feedback. In line with this, these perspectives reveal that ALS teachers' sharing of mobile phones not only responds to resource constraints but is also a strategic move towards providing inclusive, flexible and relevant learning opportunities for marginalized learners.

Participant 7 emphasized that securing a copy of modules ensures access to the original material.

“Keeping a master copy of any modules permits you to have the original unchanged document so that it is available for use if needed” (P7)

Having a master copy of modules allows educators to preserve an original, unaltered retention of materials used for instruction that can be re-used, reproduced or revised as needed. Such a practice helps in achieving consistency, efficiency and sustainability in managing instructional resources. According to DepEd (2016), prepared and systematic learning materials are created in an organized manner that also implements standard of effective teaching styles as well. In a similar vein, Citaristi, (2022) also emphasizes that structured learning resources that help with continuity of learning in flexible and distance learning contexts are valuable. In addition, Talis (2019) states that good management of learning resources supports efficient teaching and limits the double work.

The sustainable practices of Alternative Learning System (ALS) teachers have always aimed at sustaining inclusive, continuing, contextual and lifelong education for many diverse students including those that are not in the formal system. This includes the frugal and innovative use of locally available materials such as improvised instructional materials to compensate for scarce school supplies, among others. They also show immense levels of commitment, collaboration and resilience in responding to learners' needs despite difficult learning conditions and resource constraints. Learning continuity and access is ensured through flexible, technology-supported methods such as mobile phones and learning activity sheets. They also modify the teaching strategies according to the learners, their abilities and circumstances which shows adaptability of an ALS teacher. These sustainable practices embody a holistic and community-driven approach toward engaging learners, mental equity, and sustainable support for education to last beyond the ALS program.

Theme 2: Practicing Commitment, Collaboration, and Resilience

The continuous practice of commitment, collaboration and resiliency of Alternative Learning System (ALS) teachers re-enforces their long-standing persistence to offer education accessible and equality in spite of all adversities. They uphold the same dedication, in their ongoing target for out-of-school learners and also providing opportunities for those with no internet or resources which echoes its own Department of Education (DepEd, 2016) policy to ensure equitable access to basic education anytime and anywhere. Thus, the inter-agency collaboration as shown through partnerships with community stakeholders, local government units and even fellow teachers is a show of competence in nurturing multi-stakeholder engagement for collaborative approaches to inclusive learning opportunities. In addition, this resilience is evidenced in their ability to cope with limited resources, diversity of learners and instructional problems while maintaining effective teaching practices, which is consistent with Talis, (2019) that notes teacher adaptability and persistence as an important characteristic of teachers for sustaining quality education around different learning contexts.

The statement indicates that Participant 6 emphasizes the importance of teachers engaging in self-care while also collaborating with colleagues as a means of enhancing their professional growth.

“Teachers must practice self-care and work with peers to grow professionally. Prioritizing well-being helps maintain enthusiasm and resilience, while collaborating with colleagues fosters continuous learning, shared expertise, and improved teaching practices.” (P6)

The relevance of these studies to Alternative Learning System (ALS) teachers is great since ALS educators immerse in decentralized, resource-constrained, and highly agile learning contexts where collaboration and well-being directly impact the quality of teaching. A strong professional collaborative is not a series of random exchanges, but a sustained evidence-based practice that ensures shifts in professional practice that result in positive outcomes for classrooms and communities Hargreaves & O'Connor, (2018). This is especially critical for the ALS teachers, who often work and number of different learning centers, community venues and outreach environments; continual collaboration among their peers facilitates contextualize approaches to shared instructional goals across members of the broad community of ALS implementers in devising localized learning materials for diverse learners.

Likewise, Kraft et al., (2018) show that collegial support in schools contributes to enhanced teacher effectiveness and student success. In ALS, where teachers teach multiple ages and learners who are out-of-school youth or young adults with varied learning needs, the professional support systems such as peer mentoring, learning action cells and informal teacher networks can help build effective teaching practices and mitigate isolation.

Self-care and collaboration with peers are key strategies that underpin the professional practice of ALS teachers. Self-care, in alternative education where teachers juggle multiple mandates, a variety of learners and few resources is necessary for their emotional fortitude to teach. Working alongside other educators allows for co-learning, reflective practice, and improvement on pedagogies over time. Ortan et al., (2021) examined the relationship between teacher self-efficacy, job satisfaction, and overall well-being in the K–12 education system. Using survey data, the study found that teachers with higher self-efficacy meaning confidence in their teaching abilities tend to experience greater job satisfaction and better well-being. The results highlight that supportive school environments and strong professional confidence are key factors in reducing stress and improving teachers’ psychological and professional outcomes. Overall, the study emphasizes that strengthening teacher self-efficacy can enhance both job satisfaction and well-being in schools. Implementation of peer support strategies and self-care practice helps ALS teachers take charge of their challenges, and progress towards professional competence. Altogether, these studies collectively show that collaboration, collegial support and teacher well-being are part of what sustains ALS teachers as able and resilient in effective teaching.

The statement shows that Participant 2 describes challenges as a natural and expected part of the teaching profession. It reflects a resilient and growth-oriented mindset, where difficulties are viewed not as barriers but as opportunities for learning, improvement, and professional development.

“Viewing challenges as inherent to the profession allows me to approach obstacles with a resilient and growth-minded frame that challenges are a normal part of the learning process” (P2)

In flexible and demanding learning environments including the Alternative Learning System (ALS), research shows that the top characteristics of a teacher are resilient and with growth mindset. According to Sandua, (2025) discusses self-empowerment as a foundation for personal growth, emphasizing the importance of self-awareness, confidence, and taking responsibility for one’s decisions. The work highlights that individuals develop more effectively when they actively recognize their strengths, set

personal goals, and maintain a positive mindset despite challenges. It also stresses that self-empowerment helps improve motivation, resilience, and overall life direction by encouraging people to take control of their development. In the same way, Gu and Day (2017) highlighted that teacher resilience is developed through ongoing reflection to cope with professional difficulties which leads to continued effectiveness in challenging teaching contexts. Also, Mansfield et al., (2016) examined the role of resilience in teachers, concluding that resilient teachers were more likely to consistently reframe challenges positively and sustain commitment under conditions that may constrain their ability to do so; a highly salient factor for ALS teachers who often have high levels of student diversity with limited resources.

The statement shows that P7 describes practicing community integration this reflects a sustainable teaching practice where collaboration with parents, local leaders, and community members supports learner engagement and real-life learning experiences.

“I practice community integration by treating the community as my partner in education. This collaboration allows me to draw on local knowledge, resources, and support, making learning more meaningful and relevant for my students”. (P7)

This approach strengthens the connection between classroom instruction and real-life contexts by involving parents, local leaders, and community members in the learning process. According to Epstein (2018), strong school-community partnerships enhance student achievement and support holistic development through shared responsibility. Similarly, UNESCO (2020) emphasizes that community involvement in education promotes inclusivity, relevance, and sustainability, especially in alternative learning systems like ALS where learners are deeply connected to their local environments.

Furthermore, treating the community as a partner allows ALS teachers to extend learning beyond the classroom and make education more contextualized and practical. In addition, it fosters collaboration, resource sharing, and collective responsibility for learner success. Martin (2025) discusses community-centered learning as an approach that strengthens learner motivation and engagement through collaboration between schools, families, and the wider community. The study highlights that when learning is connected to real community experiences and supported by strong partnerships, students become more motivated, active, and engaged in their education. It emphasizes that collaboration creates a more meaningful and relevant learning environment, helping learners develop both academic and social skills. Consequently, ALS teachers sustain effective and meaningful learning by integrating community participation into their teaching practices, ensuring that education becomes a shared and continuous effort between teachers, learners, and the wider community.

The statement shows that P10 describes the importance of stakeholder and partner support in sustaining the ALS program. It highlights how collaboration with community partners, organizations, and other stakeholders provides essential resources, assistance, and shared responsibility, ensuring that learning initiatives are continuously supported and effectively implemented.

“Learning support from the stakeholder’s partner in order to sustain the program” (P10)

P10 strongly emphasizes the importance of stakeholder and partner support that working together with community partners and stakeholders provides essential resources, shared responsibility, and continuous support, ensuring the effective implementation and sustainability of learning initiatives.

“There's no other way so collaborative effort is important collaborative effort is important to achieve shared goals and overcome challenges in education. Working together allows us to pool

our strengths, support one another, and create a more effective and supportive learning environment for everyone.” (P10)

Learning support from stakeholders and partners is essential in sustaining the implementation of the Alternative Learning System (ALS). ALS teachers often operate in resource-constrained environments, making collaboration with local government units, non-government organizations, and community stakeholders crucial for providing instructional materials, learning spaces, and logistical assistance. Such partnerships strengthen the delivery of education by ensuring that learners have access to relevant and continuous support. According to Epstein, (2018) school community partnerships enhance educational outcomes by creating shared responsibility among stakeholders, which is vital in alternative education settings like ALS.

Moreover, sustainable practices in ALS are reinforced when teachers actively engage stakeholders as partners in the teaching-learning process. This collaboration not only supports resource mobilization but also promotes program ownership and long-term commitment from the community. As emphasized by Fullan (2016), meaningful educational change is more likely to succeed when it involves collective effort and shared vision among educators and stakeholders. In the context of ALS, this means that teachers who build strong partnerships contribute to a more resilient and sustainable learning environment that continuously responds to the needs of diverse learners.

The FGD revealed that working closely with community partners strengthens ALS implementation by providing support, resources, and shared responsibility, making the program more effective and sustainable.

“Working closely with community partners helps strengthen the implementation of ALS” (P9)

Working closely with community partners is a key factor in strengthening the implementation of the Alternative Learning System (ALS). Collaboration with local stakeholders, including local government units, non-government organizations, and community leaders, provides ALS teachers with essential support such as learning spaces, instructional resources, and learner assistance services. This partnership approach ensures that educational delivery becomes more accessible and responsive to the needs of marginalized learners. As emphasized by Epstein (2018), strong school community collaboration enhances educational effectiveness by fostering shared responsibility for learner development.

In the context of ALS teachers’ sustainable practices, community partnerships contribute to program continuity and long-term impact. When teachers actively engage stakeholders, they build a support system that helps address challenges such as limited resources and learner absenteeism. This collaborative effort promotes resilience and sustainability in education delivery, ensuring that learning opportunities remain available despite constraints. According to Fullan (2016), sustainable educational improvement relies on collective commitment and collaboration among stakeholders, which is essential in flexible learning systems like ALS.

The statement shows that P8 emphasizes the value of continuous training in enhancing teaching practice. It reflects that ongoing professional development helps the teacher improve instructional strategies and become more responsive to learners’ diverse needs.

“The continuous training really helps me in improving the way I used to teach my learners, and respond better to their needs” (P8)

Continuous training plays a vital role in enhancing ALS teachers’ instructional practices, as it allows them to improve how they teach and better respond to learners’ diverse needs. Through ongoing professional development, teachers are able to update their pedagogical skills, adopt learner-centered

strategies, and adjust instruction based on the changing contexts of ALS learners. This aligns with the idea that continuous learning strengthens teaching effectiveness and adaptability in alternative education settings. According to Darling-Hammond (2017), sustained professional development significantly improves teachers' instructional quality and their ability to meet diverse learner needs.

In relation to sustainable practices among ALS teachers, continuous training supports long-term instructional improvement and resilience in teaching. It enables educators to remain responsive despite challenges such as limited resources and varied learner backgrounds. By continuously upgrading their competencies, ALS teachers contribute to the sustainability of quality education delivery in flexible learning environments. As emphasized by Fullan (2016), ongoing professional learning is essential for sustaining meaningful educational change and improving teaching practices over time.

The statement means that P5 recognizes the dedication of ALS teachers but also highlights the need for stronger institutional support to ensure the sustainability of the program. While ALS teachers are committed to their learners, they sometimes feel that the system does not fully provide adequate guidance, resources, recognition, and clear career development opportunities.

“Concrete opportunities for advancement, professional development, or specialization would only serve to motivate me to continue growing myself and commit myself to the program” (P5)

Concrete opportunities for advancement, professional development, and specialization are essential factors that strengthen ALS teachers' motivation and long-term commitment to the program. When teachers are provided with clear career pathways and continuous learning opportunities, they are more likely to enhance their instructional competence and remain engaged in their professional roles. These opportunities help educators refine their skills, adapt to evolving learner needs, and maintain enthusiasm in delivering flexible education. According to Darling-Hammond (2017), structured professional development and career support systems significantly improve teacher motivation, effectiveness, and retention in educational programs.

In relation to sustainable practices of ALS teachers, providing advancement and specialization opportunities contributes to the long-term sustainability of the program. It ensures that teachers continuously grow professionally while maintaining their commitment to inclusive and flexible learning systems. This support system not only enhances instructional quality but also strengthens teachers' sense of purpose and dedication. As emphasized by Fullan (2016), sustainable educational improvement depends on continuous professional growth and institutional support that empower teachers to remain committed to long-term educational change.

The statement shows that P5 describes a teaching style centered on empowerment, where the teacher inspires and guides learners to recognize their potential. It reflects a leadership approach that motivates students and helps them envision their future possibilities.

“I describe my style as Empowerment-Based Leadership... acting as a vision-caster for students' future possibilities” (P5)

Rachmad (2022) explains Empowerment Theory as the process of helping individuals and communities gain control over their decisions, develop confidence, and access opportunities that support growth. In relation to ALS teachers' practices, this theory is reflected in how educators empower learners who are often out-of-school or marginalized by building their self-confidence, encouraging active participation, and providing flexible and context-based learning opportunities. ALS teachers act as facilitators who help learners recognize their strengths, improve life skills, and become more independent and motivated.

Through this, empowerment becomes central to ALS instruction, as it supports learners not only academically but also socially and personally toward lifelong learning.

Moreover, acting as a “vision-caster” highlights the teacher’s role in inspiring long-term aspirations among learners. Fullan (2016) emphasizes that effective educational leadership involves building purpose and direction that extend beyond immediate learning outcomes. In the context of ALS, this empowerment-based approach contributes to sustainable practices by nurturing resilience, self-directed learning, and lifelong learning skills among marginalized and non-traditional learners (UNESCO, 2020). Thus, empowerment-based leadership ensures that ALS teachers not only deliver instruction but also transform learners’ perspectives toward their future.

The statement shows that P10 describes a leadership style that is collaborative and inspirational, encouraging students to exceed expectations. It also reflects the teacher’s role in modeling lifelong learning and motivating learners to continuously improve.

“Collaborative and inspirational leadership... encouraging students to exceed expectations and modeling lifelong learning” (P10)

The statement “Collaborative and inspirational leadership... encouraging students to exceed expectations and modeling lifelong learning” reflects a teaching approach that emphasizes partnership, motivation, and continuous growth. This leadership style shows how ALS teachers work closely with learners to build a supportive learning environment where students are encouraged to go beyond basic requirements. According to Huri et al., (2024) examine collaborative learning communities and their impact on student engagement and academic achievement. The study highlights that when students learn through collaboration sharing ideas, working in groups, and supporting one another they become more engaged and perform better academically. It emphasizes that learning communities create a supportive environment that encourages participation, communication, and shared responsibility for learning outcomes. In ALS contexts, this supports sustainable practices by promoting active participation and meaningful learning experiences despite diverse learner backgrounds.

Furthermore, modeling lifelong learning highlights the teacher’s role as an example of continuous self-improvement and adaptability. Fullan (2016) emphasizes that effective educators must demonstrate learning behaviors that inspire students to develop the same mindset. In Alternative Learning System settings, this approach contributes to sustainable teaching practices by nurturing resilience, motivation, and a culture of continuous learning among learners. Thus, collaborative and inspirational leadership helps ALS teachers sustain inclusive and empowering education.

### Theme 3: Flexible and Technology-Supported Learning Access

Flexible and technology-supported learning access in education is strongly supported by modern research emphasizing accessibility, adaptability, and digital inclusion. UNESCO (2020) highlights that mobile learning and digital tools expand educational access, particularly for marginalized and hard-to-reach learners, making education more flexible and inclusive. This is highly relevant to ALS teachers, who often deliver instruction in community-based and non-traditional learning settings where learners cannot regularly attend formal classes. Similarly, Traxler (2018) explains that mobile-assisted learning enables flexible access to educational content anytime and anywhere, allowing learners to continue studying even without constant internet connectivity. This supports ALS teachers’ practice of using shared devices and offline learning resources to maintain continuity of instruction. Moreover, recent studies Crompton & Burke, (2018) emphasize that mobile learning improves access, engagement, and learner autonomy, which are key outcomes in ALS programs where learners are self-paced and often

outside formal school systems. Overall, these sources show that flexible and technology-supported learning access is essential for ALS teachers in ensuring inclusive, continuous, and learner-centered education in resource-constrained environments.

The statement shows that P7 describes the provision of flexible, offline learning access, where students can continue learning without relying on internet connectivity. It highlights the teacher's effort to ensure accessibility and continuity of education by using alternative, non-digital or low-tech resources suited to the learners' context.

“Allowed students to access educational content in a flexible manner without requiring an internet connection” (P7)

UNESCO (2020) highlights that learning does not always require continuous internet access, and offline or low-tech solutions such as printed modules and downloadable content are essential in reaching learners in resource-constrained contexts. This supports the idea that flexibility in access ensures continuity of education for all learners. In addition, Hodges et al. (2020) emphasize the use of alternative delivery methods, including offline and modular approaches, to sustain learning during disruptions such as the COVID-19 pandemic. These methods highlight how flexibility in access can address inequalities in technology and connectivity.

Relating this to teachers, particularly ALS teachers, the statement reflects their adaptive and learner-centered practice of ensuring that education remains accessible despite technological limitations. By providing offline materials and flexible learning options, teachers demonstrate responsiveness to learners' needs, promote inclusivity, and sustain engagement even in disadvantaged or remote settings. The statement shows that P6 demonstrates the development of learners' digital competence, where the teacher actively guides students in using digital tools to build their confidence and skills in technology. It highlights the teacher's role in fostering digital literacy and empowering learners to become capable and independent users of technology.

“Guide learners in using the digital tools so that they become confident, competent users of technology” (P6)

According to UNESCO (2018), confidence and competence from guided use of technology develops when learners are equipped by teachers with the digital skills necessary to be active members of a contemporary society. In addition, Redecker (2017) argues that the student roles support learning as teachers can scaffold students with their use of digital technologies, allowing the learners to be autonomous and competent users. Previous research by Sabri, (2024) indicates that when digital tools are integrated purposefully, engagement increases as well as students' ability to master relevant technological skills.

And making it relevant to ALS teachers, this statement represents their significant work on narrowing the digital gap between out-of-school youth and adult learners. ALS teachers guide the learners to use ICT tools available in everyday life (e.g. mobile phones, offline applications and messaging platforms) which builds the confidence and competence of all learners who are disadvantaged by lack of formal access to ICT resources. It not only ensures that learners can access instructional content, but empower all learners to use technology in their daily lives.

The statement shows that P6 describes the provision of equitable access to technology through resource-sharing and strategic support, where the teacher ensures that learners can still use essential digital tools despite not having personal devices. It highlights efforts to bridge the digital divide and maintain inclusive learning opportunities.

“By sharing devices or scheduling visits to the site, students have access to critical technology and resources, when personal devices may not be available” (P6)

UNESCO (2020) shows that there are ways to get more people to use digital devices in places where resources are limited. For example, a shared use and community-based learning hub can offer accessible educational technologies. This bolsters the argument that access does not necessarily mean personal ownership of devices but rather can be through group and organized use. Fox (2016), examines how unequal access to the internet deepens educational disparities among students from low-income backgrounds. The study argues that digital access is now a basic requirement for meaningful participation in education, especially as schools increasingly rely on online resources, blended learning, and digital communication. The article emphasizes that this “digital divide” reinforces existing social inequalities by limiting students’ ability to complete assignments, access learning materials, and develop essential digital literacy skills. Overall, the work stresses that equitable education in the digital age requires intentional efforts to ensure all learners, regardless of socioeconomic status, have consistent and meaningful internet access. Similarly, Reimers and Schleicher, (2020) that schools and educators used the flexibility for adopting joint devices, moreover community access points and teaching spaces at certain times to ensure continuity of learning during disruptive events.

ALS teachers embody their responsiveness and inclusive practices for learners with little or no access to technology. Through device-sharing initiatives and formalized access to learning spaces, ALS teachers support equitable engagement with digital resources for out-of-school youth and adult learners through a low-resource approach that facilitates participation in lifelong learning.

The statement shows that P10 describes the implementation of offline, modular learning delivery, where lessons and materials such as images are provided without the need for continuous internet access. It highlights a flexible and resource-sensitive approach that ensures learning continuity despite connectivity limitations.

“The delivery of modular lessons and images without requiring each learner to continually pour content down the pipeline under a network connection” (P10)

In many learning contexts, particularly those where groups have been marginalized, education must be offered by offline and modular formats to guarantee that they can access it even if there is limited or no connectivity and this has been reported in numerous papers including the one from UNESCO (2020). This provides evidence for printed modules, stored digital files and pre-loaded content to be viable substitutes for an endless online pipeline.

Similarly, Hodges et al., (2020) note that during any disruptions like COVID-19 pandemic, educators had to pivoted towards modular and mostly offline solutions to continue students learning especially where internet infrastructure is not strong. Those strategies also limited reliance on continuous connectivity yet preserved instructional continuity. In more recent work Reimers and Schleicher (2020) highlight that especially in times of crises and periods of recovery, flexible delivery modes such as printed modules and offline resources, have become important strategies to ensure inclusive education systems.

Connecting this to ALS teachers, this statement is indicative of their adaptive practice in which they deliver modular lessons and visual aids that do not require stable internet access. Since ALS teachers work with learners who are either in far-flung areas or with learner-groups that have less opportunities, we provide education offline and modular so that the accessibility of learning is continuously guaranteed

through flexibility and inclusiveness. This proves how committed they are to closing the digital gap as well as being able to be with meaningful learning experiences.

#### Theme 4: Resilience and Purpose Driven Motivation

Resilience and purpose-driven motivation are socio-emotional constructs that play a role in the sustainable practices of Alternative Learning System (ALS) teachers who, no matter what poor teaching conditions or learner diversities they encounter, carry on doing their tasks in resilience. Research The Study reinforces the idea that intrinsic motivation fortification serves as a protective shield for resilience whilst teachers and learners are adhering to everything needed to not lose hindering their success Stutchbury and Biard, (2023). It implies that when ALS teachers have a meaningful purpose like inclusive and equitable education, they do adjust, innovates and stay committed. So too is the concept of resilience in teaching, and potential relationships between commitment, effectiveness and coping with emotional or professional demands that support long-term performance in teaching Lacaba et al., (2020). In addition to this, teachers' self-efficacy, perceived administrative support, and positive attitudes toward students influence their ability to cope with job-related stress. The study finds that teachers who are confident in their teaching skills, feel supported by school administrators, and maintain positive relationships with students experience lower stress and better well-being. Overall, it highlights that both personal beliefs and school support systems are important in helping teachers manage stress effectively. Katsantonis, (2020). In the ALS context, where teachers frequently have some or fewer resources available to them, and learners may be dealing with significant limitations to their own strength due to factors trying in formative experiences, teaching via resilience coupled with motivation by purpose becomes a linchpin for sustainable practice, a means of continued support extended toward and impact left behind on education.

The statement shows that P8 using personal resources reflects strong commitment to providing quality education despite limited support.

“Using my own resources demonstrates my commitment to providing the best quality education for my students. It reflects my dedication to their learning and my willingness to go above and beyond to support their growth and success.” (P8)

Skills taught through lived experience confirm a sense of belonging more than a contractual commitment to ALS teachers. In their ordinary world of schooling, they silently use their own resources to create spaces for learning, often under conditions of scarcity and constraint. Each of these self-development practices are voluntary, which not only speaks to an internalized commitment but a practiced passion for keeping learning meaningful and slowly mode inclusive. It speaks to an intrinsic need for being there for learners, perpetually modifying and accommodating with what is at-hand so as to keep the spirit of education alive amidst difficult realities. These issues demonstrate if teachers are motivated and personally endorse intrinsic meaning in their lives, they will persevere with resilient care in teaching practice Lacaba et al., (2020) which stresses that intrinsic motivation, resilience and genuine investment act as central forces to enhance teachers' commitment in hard educational environments.

P6 expresses that deep fulfillment and purpose come from seeing students learn, improve academically, and achieve their goals. This reflects how student success reinforces the teacher's sense of meaning and commitment to teaching.

“This feeling of deep fulfillment and purpose comes from seeing students learn, improve academically, and reach their goals” (P6)

The literature on teacher motivation and resilience offers strong support for the deep sense of fulfillment, purpose and meaning that teachers derive from seeing students' progress in their learning toward achievement. Research indicates that educators, particularly those teaching in alternative settings such as the Alternative Learning System (ALS), feel fulfillment and a sense of meaning when students learn and achieve personal milestones after long hard struggles with limited conditions for learning. The sense of achievement strengthens that commitment, and such engagement sustains ongoing teacher work.

Merdiaty and Sulistiasih (2024), explore how teachers influence students' internal drive to learn. The study emphasizes that teachers act as key mediators in the learning process by creating supportive, engaging, and meaningful classroom environments that foster students' intrinsic motivation. It highlights that when teachers use effective strategies such as encouragement, autonomy support, and relevant learning activities students become more interested, self-directed, and persistent in their studies. Overall, the article concludes that teachers play a central role in strengthening students' intrinsic motivation, which ultimately improves learning outcomes and engagement. When all the students are marginalized and out-of-school youth, as is common in ALS contexts, student progress becomes even more consequential because it offers an implicit endorsement of their efforts and the adaptive pedagogical strategies they employed.

The statement shows that P7 describes receiving community support as essential in sustaining ALS teaching, as it strengthens resources, collaboration, and learner support.

“Receiving community support strengthens my ability to meet students' needs and enhances the overall learning environment” (P7)

The support by the community is a crucial element to the experience of ALS teachers and so it helps to ensure delivery of inclusive, responsive education within constraints. Coombes and Ponta (2023) explore how community engagement and teacher support contribute to effective educational practices through qualitative findings from two exceptional settings. The study highlights that strong collaboration between schools, teachers, and the community enhances educational delivery, improves teacher morale, and supports learner outcomes. It emphasizes that when teachers receive both institutional and community-based support, they are better able to adapt to challenges and sustain effective teaching practices. Overall, the article underscores the importance of building strong support networks within and outside the school to strengthen education systems and improve effectiveness. The role of community engagement is particularly critical for ALS, where it can help close resource and access gaps that exist for teachers to capitalize on learning opportunities while responding more effectively to the complex needs of out-of-school learners.

The statement shows that P2 describes viewing challenges as inherent to the profession as an important mindset in ALS teaching. It reflects acceptance that difficulties are a natural part of the work, helping teachers remain resilient, adaptable, and committed despite obstacles.

“Viewing challenges as inherent to the profession allows me to approach obstacles with resilience and a problem-solving mindset” (P2)

Adopting a perception of challenges as a fundamental part of the professional identity is an indication that ALS teachers, who seldom work in ideal circumstances and often feel marginalized and unsupported, possess some traits which help them survive their less-than-perfect settings. Teachers in alternative education environments often face challenges of learner absenteeism, a diversity of learning needs, and logistical constraints. Nevertheless, viewing these challenges as an inherent part of teaching makes them more committed, adaptable and solution-focused in their practice (Seko, 2022). Likewise,

Mansfield, et al., (2016) added that resilience is bolstered when challenges are viewed as opportunities for growth and professional learning. It validates ALS teachers to persist, and gain the capacity to create purposeful learning moments for their learners even longer as challenges remain.

The statement shows that P9 describes a moment of discouragement caused by low student attendance and slow learning progress. It reflects how challenges in learner participation can affect a teacher's motivation and sense of effectiveness in the teaching process.

“I once experienced a lack of motivation when a large number of students were absent and progress appeared to be slow” (P9)

The emotional challenges ALS teachers face in maintaining motivation amid irregular attendance and slow learning progress. Moreover, it highlights how learner absenteeism can affect teachers' sense of effectiveness and commitment. In addition, such experiences are common in alternative learning settings where learners have diverse responsibilities and unstable attendance. According to Zacky, (2020) teacher motivation is strongly influenced by student engagement and classroom success, which can impact instructional enthusiasm. Similarly, Skaalvik and Skaalvik, (2017) emphasize that low student participation may contribute to reduced teacher motivation and emotional exhaustion.

Furthermore, in ALS contexts, sustaining motivation despite these challenges becomes a vital part of sustainable teaching practice. In addition, ALS teachers develop resilience by adapting instructional strategies, providing flexible learning opportunities, and continuously encouraging learner participation. Consequently, ALS teachers sustain their professional commitment by finding ways to remain motivated, even when faced with low attendance and slow progress, ensuring that learning opportunities remain accessible and consistent for all learners.

The statement shows that P3 describes faith as a source of strength and resilience that empowers them to continue teaching despite challenges and being guided by purpose helps as it feels capable, motivated, and confident in fulfilling their role as a teacher.

“Faith empowers me to continue no matter what the challenges are as a teacher and guided by purpose, I feel capable and empowered” (P3)

The resilience and motivation of ALS teachers in sustaining their commitment to education despite difficulties. Moreover, faith serves as an inner source of strength that helps teachers persist in demanding and often resource-limited teaching environments. In addition, having a clear sense of purpose enhances their confidence and dedication in supporting diverse learners. According to Phillips (2021), explores how teachers' personal faith and identity shape their resilience in the teaching profession. Using a qualitative approach, the study finds that teachers often draw strength from their religious beliefs and personal values when facing workplace challenges, helping them sustain motivation and emotional stability. It also highlights that identity development how teachers understand and define themselves professionally and personally plays a key role in coping with stress and maintaining commitment to teaching. Overall, the article concludes that faith and identity processes can significantly support teachers' resilience, particularly in managing difficulties within educational settings. Similarly, Mansfield et al. (2016) emphasize that teacher motivation and well-being are strengthened when educators are guided by meaning and purpose in their work.

Furthermore, in ALS settings, this sense of faith and purpose becomes a sustainable teaching practice that supports emotional endurance and continuous service to learners. In addition, it allows teachers to remain committed to inclusive and flexible education despite challenges such as limited resources and diverse learner needs. UNESCO (2020) highlights that teacher well-being and motivation are essential

for sustaining quality education in alternative learning systems. Consequently, ALS teachers sustain effective and meaningful teaching practices by drawing strength from faith and purpose, enabling them to remain empowered, committed, and responsive to learners' needs.

#### Theme 5: Differentiated and Learner-Centered Practices in an Inclusive and Culturally Responsive Learning Environment

Differentiated and learner-centered practices in a culturally responsive, inclusive learning environment are the lived promise of ALS teachers to meet learners where they are academically, socially, and culturally. In the daily reality of teaching ALS, it is not static methods that are implemented but as a dynamic care at home where lessons breathe diversity according to the different learners' needs, experience and identity. This supports the perspective that differentiated instruction heightens student engagement by recognizing readiness and interests Tomlinson, (2017). According to while Mir (2025), discusses the shift from traditional teacher-centered instruction to learner-centered approaches in modern education. The article emphasizes that learner-centered pedagogies prioritize students' active participation, collaboration, critical thinking, and self-directed learning. It highlights that these approaches help improve student engagement and better prepare learners for 21st-century skills such as problem-solving and adaptability. Overall, the study argues that transforming teaching practices to focus on learners' needs and experiences leads to more meaningful and effective education outcomes. For ALS teachers, this reality tends to manifest in quiet but impactful ways adapting materials for different literacy levels, integrating local contexts into lessons, or weaving learners' life stories into the content.

The statement shows that P7 describes initiating role-based personalized instruction by assigning meaningful roles that match learners' strengths, promoting active participation, responsibility, and a learner-centered approach in the ALS context.

“I initiate role-based personalized instruction to address the unique strengths, interests, and learning needs of each student and encourage active participation, foster responsibility, and support individual growth within a collaborative learning environment.” (P7)

The FGD shows that teaching strategies are adjusted based on learners' abilities and learning pace to ensure understanding and effective learning.

“I adjust my teaching strategies depending on learners' abilities and learning pace to ensure that each student receives the support they need to succeed.” (P4)

ALS teachers intentionally place learners into real-world roles to facilitate differentiated learning and engagement. In practice, this may mean giving out peer tutor, facilitator and resource manager jobs so that learners can apply in areas of relative strength, readiness or experience. As teaching to maximize participation and achievement occurs when instruction is adapted to learners' profiles Tomlinson, (2017), such an approach complements differentiated instruction. Macdonald (2021), presents a framework for reimagining education through equitable, community-driven, and learner-centered systems. The work emphasizes that education should extend beyond the classroom by integrating families, communities, and local contexts to support holistic learner development. It highlights that learner-centered ecosystems promote equity by addressing diverse learner needs and reducing structural barriers to quality education. Overall, the study argues that building collaborative and inclusive educational environments leads to more transformative and sustainable learning outcomes. The studies conducted in recent years that further strengthen this theory argue that, particularly with the current flexible or non-traditional environments such as ALS, personalized and role-based strategies improve motivation and collaborative learning.

This practice is often lived in ALS teachers' existence, where assigning roles in dynamic and scarce environments becomes both practical and humanizing as a way to facilitate inclusion, responsibility, and shared ownership of learning. In this sense, role-based personalized instruction is not just a strategy it is an ethical stance a pedagogical act, which takes into account the multiple realities of learners and empowers dignity, participation and meaningful learning.

The statement shows that P2 describes peer coaching as promoting collaboration and understanding, where learners support each other's learning. In ALS, this helps build cooperation, confidence, and a strong sense of community.

“Peer coaching encourages collaboration and shared understanding among students, allowing them to learn from each other's strengths and perspectives. It also builds a supportive classroom community where learners feel empowered to give and receive constructive feedback” (P2)

Sustainable practice in ALS teaching where learners actively support each other to build knowledge through interaction with external experiences. Furthermore, Yee (2016), examines how peer coaching serves as a professional development strategy to enhance teaching practices and student learning outcomes. The study highlights that when teachers collaborate through observation, feedback, and reflective dialogue, they are better able to refine their instructional methods and address classroom challenges. It also emphasizes that peer coaching fosters a supportive professional culture, encouraging continuous learning and shared responsibility among educators. Overall, the article concludes that peer coaching is an effective approach for improving teaching quality and promoting professional growth.

In a similar vein, Johnson and Johnson (2018), highlight academics and friendships that result from cooperative learning structures like peer coaching. For practitioners of ALS teaching, this is an invaluable practice that optimizes resource-constrained spaces towards inclusive and learner-centered pedagogy. That makes peer coaching a replicable, scalable strategy that improves learning outcomes and contributes to a community of learners with mutual support for resilience among diverse ALS learners.

The statement shows that P5 describes connecting reading, writing, and numeracy to real-life situations to make learning meaningful and practical this helps learners apply skills in daily tasks, making education more relevant and empowering.

“As a teacher I relate reading, writing and numeracy to the world around us by utilizing real-life examples, current events and practical applications in my lessons.” (P5)

This functional and contextualized statement about a sustainable ALS teaching practice says, as a teacher I relate reading, writing, and numeracy to the world as it is around us. In addition, this method helps students. Use needed skills for everyday things like budgeting a bill, reading information from the community about their neighborhood or writing necessary documents which help to empower them and develop their independence and confidence. Freire (2020) advocates that 'the polemical act of reading the word and the world, when it connects with lived realities of learners turns education into practice freedom not just an act of transmission. Likewise, Ocampo, (2021) mentioned that functional literacy and numeracy are more powerful when delivered in consideration of learners social or economic situation this is especially true for adults in flexible learning delivery system such as ALS. Thus, ALS teachers provide continuity of learning by connecting classroom content with real-life experiences to create a context for education that is relevant and accessible, empowering an array of learners.

The statement shows that P6 describes learning to be more engaging and understandable for ALS learners. This helps simplify lessons, support diverse learning needs, and connect instruction to real-life experiences.

“Incorporating storytelling, visuals, and hands-on activities make lessons more interesting and accessible to all kinds of learners. These strategies allow students to understand and foster creativity, critical thinking and engagement in the classroom.” (P6)

Incorporating storytelling, visuals, and hands-on activities reflects a sustainable ALS teaching practice that makes learning more engaging, meaningful, and accessible for diverse learners. Moreover, storytelling allows learners to connect lessons with lived experiences, while visuals help simplify complex ideas and improve comprehension, especially among low-literacy learners. According to Mistry (2016), storytelling enhances cognitive development by organizing knowledge into meaningful narratives that support understanding and memory. Similarly, Alabi, (2024) emphasizes that visual and multimedia learning improves retention when information is presented in both verbal and visual forms. In ALS classrooms, these strategies help teachers address varied learning needs in flexible learning environments, making instruction more inclusive and effective.

Furthermore, hands-on activities strengthen learning by allowing learners to apply concepts directly through experience, which is essential in competency-based ALS education. In addition, experiential learning promotes active participation and long-term skill retention, particularly for learners who learn best through doing. Kolb, (2018) explains that experiential learning enhances understanding by transforming experience into knowledge through reflection and application. Likewise, UNESCO (2020) highlights that practical and contextualized learning approaches are vital in non-formal education systems like ALS to ensure relevance and sustainability. Consequently, ALS teachers sustain meaningful learning by integrating storytelling, visuals, and hands-on activities that connect knowledge to real-life experiences and learner contexts.

The statement shows that P6 describes how the community shapes teaching practice, helping the teacher stay innovative, learner-centered, and culturally responsive.

“Community influences my approach, helping me to stay innovative, learner-centered, and culturally responsive” (P6)

Community engagement allows ALS teachers to design instruction that reflects learners’ realities, making lessons more meaningful and relevant. According to Darling-Hammond (2017), effective teaching is grounded in responsiveness to learners’ backgrounds and contexts, which strengthens engagement and learning outcomes. In this sense, community input becomes a foundation for innovation and adaptability in teaching practices.

Moreover, being culturally responsive ensures that instruction respects and integrates learners’ identities, values, and experiences. Gay (2018) emphasizes that culturally responsive teaching enhances student participation and achievement by connecting learning to cultural knowledge. In ALS settings, this approach supports sustainable practices by fostering inclusive, flexible, and community-based learning environments that respond to diverse learner needs (UNESCO, 2020). Thus, community influence not only improves instructional quality but also sustains equitable and lifelong learning opportunities.

The statement shows that P7 describes using individualized learning agreements and progress monitoring to tailor goals to each learner’s needs this reflects a learner-centered practice where teachers adjust instruction, provide support, and track progress to ensure inclusive and personalized learning.

“By developing individualized learning agreements and progress monitoring, this can ensure that education goals and expectations are tailored to each learner needs” (P7)

By developing individualized learning agreements and progress monitoring, ALS teachers implement a sustainable practice that ensures learning is tailored to the unique needs, goals, and circumstances of

each learner. Moreover, individualized learning agreements provide clear expectations and personalized pathways that guide learners in achieving their competencies at their own pace. According to Tomlinson (2017), differentiated instruction requires intentional planning that responds to learners' readiness, interests, and learning profiles. Similarly, Hattie and Anderman, (2019) emphasizes that visible learning and continuous feedback significantly improve student achievement. In ALS contexts, this practice is essential because learners come from diverse backgrounds and require flexible, learner-centered approaches to succeed.

Furthermore, progress monitoring strengthens this individualized approach by allowing teachers to track learner development, provide timely feedback, and adjust instruction when necessary. In addition, it promotes accountability and supports learners in reflecting on their own growth and areas for improvement. UNESCO (2020) highlights that continuous assessment and monitoring are key components of effective non-formal education systems like ALS, ensuring that learning remains responsive and inclusive. Consequently, ALS teachers sustain effective learning by combining individualized agreements with ongoing progress monitoring, creating a responsive and supportive learning environment that promotes learner success and equity.

The statement shows that P3 describes starting class with inspirational quotes as a way to motivate learners and create a positive learning atmosphere this practice helps learners feel encouraged, valued, and ready to participate in class. Moreover, it supports emotional engagement and builds confidence, especially for learners who may have had limited or challenging educational experiences.

“Starting class with inspirational quotes sets a pleasant tone and stimulates students to actively participate in the class.” (P3)

Participant 3 added the importance of knowing learners individually by creating a non-judgmental classroom where students feel safe to express themselves. Moreover, it emphasizes using observation and records to understand learners' capacities and guide appropriate learning styles and strategies.

“Allow your students to express who they are, because at the moment you will authentically know them one by one” (P3)

Starting class with inspirational quotes reflects a sustainable ALS teaching practice that helps set a positive and motivating tone for learning. Moreover, this simple routine encourages learners to feel valued, hopeful, and emotionally ready to engage in the lesson. According to Kroeper et al., (2022) investigate how instructors' teaching behaviors communicate either fixed or growth mindset beliefs to students and how these signals shape classroom culture. The study identifies specific instructor practices such as praising effort, encouraging improvement, and emphasizing learning processes that reflect and promote a growth mindset. In contrast, behaviors that focus on innate ability or performance comparison tend to signal a fixed mindset. The findings suggest that students are highly sensitive to these cues, which influence their motivation, engagement, and beliefs about their own abilities. Overall, the article highlights the importance of intentional teaching behaviors in fostering growth mindset classrooms that support student development and resilience. In ALS classrooms, where learners often come from varied and challenging backgrounds, inspirational quotes help create an inclusive and encouraging environment.

Furthermore, this practice supports holistic learning by addressing not only cognitive needs but also the emotional well-being of learners. In addition, it strengthens the teacher-learner connection by promoting optimism and resilience at the start of each learning session. UNESCO (2020) highlights that supportive learning environments are essential in alternative education systems to sustain participation and reduce

dropout rates. Consequently, ALS teachers sustain meaningful and inclusive learning experiences by using inspirational quotes as a consistent strategy to inspire learners and foster a positive mindset toward education.

The statement shows that P1 group sharing encourages learners to actively exchange ideas and experiences, helping them learn from one another and gain meaningful understanding from the lesson.

“Group sharing in the learning process allows learners to actively engage with one another, exchanging ideas, experiences, and knowledge. Ug naa gyud sila makutlo paghuman sa klase”  
(P1)

Group sharing in the learning process allows learners to actively engage with one another by exchanging ideas, experiences, and knowledge, which strengthens understanding through collaboration. Moreover, this practice reflects a learner-centered approach where knowledge is co-constructed rather than simply delivered by the teacher. According to Johnson and Johnson (2018), cooperative learning enhances academic achievement and interpersonal skills by promoting positive interdependence among learners. Similarly, Remorosa, (2024) emphasizes that social interaction plays a key role in cognitive development, as learners build understanding through dialogue and shared experiences. In ALS classrooms, group sharing is particularly valuable because learners come from diverse backgrounds and benefit from learning through peer interaction.

Furthermore, ALS teachers use group sharing as a sustainable teaching practice to promote engagement, confidence, and inclusion among learners with varied abilities. In addition, it helps learners develop communication skills and deeper understanding as they reflect on each other’s perspectives. UNESCO (2020) highlights that collaborative learning approaches are essential in flexible education systems like ALS to ensure participation and meaningful learning outcomes. Consequently, ALS teachers sustain effective instruction by integrating group sharing activities that foster cooperation, active participation, and shared learning experiences.

The statement shows that P8 demonstrates adaptability in instructional practice by adjusting teaching approaches to better suit the diverse needs this reflects a responsive and learner-centered mindset, where instructional methods are continuously refined to improve learning outcomes.

“I modify my teaching strategies to align my learners needs. I employ a variety of teaching methods, including group work, practical exercises and multimedia materials, to provide for a range of learning styles.” (P8)

The adaptability and responsiveness of Alternative Learning System (ALS) teachers in addressing the diverse learning needs of their students. In the ALS context, learners often come from varied educational backgrounds and face different barriers to learning; thus, instructional flexibility becomes essential. By modifying teaching strategies, ALS teachers demonstrate learner-centered practice, ensuring that lessons remain accessible, meaningful, and effective. This adaptive approach is a key component of sustainable teaching, as it allows educators to continuously adjust to changing learning environments and resource limitations while maintaining instructional quality.

Moreover, the modification of teaching strategies aligns with sustainable educational practices that emphasize inclusivity, resilience, and continuous professional growth. According to Tomlinson, (2017), differentiated instruction is essential in addressing learner diversity by adjusting content, process, and learning outcomes to fit student needs. Similarly, Darling-Hammond, (2017) emphasizes that effective teaching requires adaptive expertise and ongoing reflection to improve learning outcomes. In relation to

ALS teachers, this practice supports sustainable education by fostering flexibility, equity, and responsiveness in instructional delivery, ultimately enhancing learners' access to quality education.

## **10. Chapter 5 Summary, Findings, Conclusions, and Recommendations**

This chapter offers the summary of this research. It also presents the summary of findings thoroughly discussed and interpreted in the preceding chapter of this paper. Moreover, based on chapter 4, this section provides the conclusions and recommendations.

### **Summary**

In this study, a qualitative research design was applied utilizing the hermeneutic phenomenology to investigate Alternative Learning System (ALS) teachers' sustainable practices. The participants of this study were ten (10) purposively selected ALS teachers from Malaybalay City, Bukidnon whose years in teaching ranged from 7 to 15 and who were nominated as most outstanding teachers upon the implementation of ALS. Data collection included semi-structured in-depth interviews, focus group discussions (FGDs). Using Max Van Manen hermeneutic phenomenological approach to analysis and interpretation, data were transcribed, coded, categorized by at least two researchers during each stage of theme development, to discover essential themes that brought forth core patterns associated with teachers' sustainable practices as well as the challenges they faced and coping mechanisms used.

### **Findings**

Based on the responses of the participants, the following are the findings of the study:

#### **1.1 Creative and Innovative Use of Resources**

ALS teachers demonstrated sustainability by making creative and innovative use of available resources. They often worked in contexts where instructional materials were limited, so they repurposed everyday items, used recycled and locally sourced materials, and integrated real-life community experiences into lessons. This resourcefulness not only reduced waste and costs but also modeled sustainable habits for learners, encouraging them to value and care for their environment. By finding new ways to deliver content and engage students, ALS teachers ensured that quality education remained accessible regardless of material constraints.

#### **1.2 Practicing Commitment, Collaboration, and Resilience**

Sustainability in ALS was also rooted in the teachers' unwavering commitment, collaborative spirit, and resilience. These educators often went above and beyond, dedicating personal time and resources to meet learners' needs. Collaboration with peers, families, and the broader community supported shared goals and helped overcome challenges, while resilience enabled ALS teachers to adapt to changing circumstances and persist despite difficulties. These qualities ensured the continuity and effectiveness of learning programs, regardless of external pressures.

#### **1.3 Flexible and Technology-Supported Learning Access**

Adopting flexible teaching approaches and leveraging technology were key sustainable practices for ALS teachers. They adapted instruction to fit learners' diverse schedules, abilities, and locations, often using blended or remote learning methods when necessary. Technology enabled teachers to reach students who may have been geographically isolated or faced barriers to traditional classroom attendance. By embracing flexible, tech-supported models, ALS teachers promoted inclusivity and ensured that learning opportunities remained open and adaptable to future needs.

#### **1.4 Resilience and Purpose-Driven Motivation**

Resilience and a clear sense of purpose were vital drivers of sustainability among ALS teachers. They

viewed challenges as inherent to their profession and responded with a problem-solving mindset, using obstacles as opportunities for growth. Their motivation was deeply rooted in their desire to make a lasting difference in learners' lives, which sustained their commitment even in the face of adversity. This purpose-driven approach contributed to the long-term success and impact of ALS programs.

### 1.5 Differentiated and Learner-Centered Practices in an Inclusive and Culturally Responsive Learning Environment

ALS teachers supported sustainable education by employing differentiated, learner-centered strategies in inclusive and culturally responsive settings. They adjusted their teaching methods to accommodate individual abilities, learning paces, and cultural backgrounds, ensuring that all students felt valued and supported. By fostering a welcoming environment and tailoring instruction, ALS teachers helped every learner succeed, promoting equity and sustainability within the educational system.

#### General Statements

The sustainable practices of Alternative Learning System (ALS) teachers are characterized by a multidimensional approach that ensures the continuity and quality of education delivery in diverse and often challenging contexts. These practices encompass the creative and innovative use of available resources to maximize instructional effectiveness despite limited materials, alongside the demonstration of strong commitment, collaboration, and resilience in sustaining teaching and learning processes.

Furthermore, ALS teachers employ flexible and technology-supported learning access to accommodate learners with varied schedules and circumstances, while maintaining resilience and purpose-driven motivation to persist in addressing educational barriers.

In addition, they implement differentiated and learner-centered instructional strategies within inclusive and culturally responsive learning environments, ensuring that instruction is responsive to the diverse needs, backgrounds, and capacities of learners. Collectively, these interconnected practices reflect a sustainable framework of teaching that supports equity, access, and lifelong learning within the Alternative Learning System.

### Recommendations

Based on the findings of the study, the following are recommended:

1. Educational institutions and the Department of Education may establish resource-sharing programs, provide training on creative material utilization, and encourage the use of recycled and locally sourced materials in lesson planning. Supporting ALS teachers with access to community resources and practical workshops can further enhance their ability to deliver quality education despite material constraints.
2. Stakeholders may promote a culture of collaboration by institutionalizing peer mentoring, regular team meetings, and community engagement initiatives. Recognizing and rewarding teachers' commitment and resilience through public acknowledgment, professional development opportunities, or small incentives can also help sustain motivation and program effectiveness.
3. There may be increased investment in affordable and user-friendly digital tools, as well as training for teachers on blended and remote learning strategies. Special attention may be given to providing connectivity solutions and devices for learners in remote or disadvantaged areas, ensuring equitable access to flexible learning opportunities.
4. Institutions may implement programs that support teachers' emotional well-being, such as counseling, peer support groups, and recognition of achievements. Professional development

activities focused on leadership, self-reflection, and personal growth may reinforce a sense of purpose and resilience among ALS teachers.

5. Professional development programs may be designed to equip ALS teachers with skills in differentiated instruction and culturally responsive pedagogy. Developing inclusive curricular materials and providing resources for individualized learning support can help ensure that all students needs are met, promoting equity and sustainability in education.

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