

# Readiness And Performance of Teachers in Alternative Learning System (ALS)

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**Abstract**— This study determined the relationship between the level of readiness and performance of teachers in Alternative Learning System in terms of its 5 KRAs, the in level of performance of the students and it's the relationship with teachers' performance and the challenges encountered and strategies employed by the ALS teachers. The respondents consist of the 36 teachers of the Alternative Learning System program and students who graduated last 2019-2020 and took the A&E Exam.

The Concurrent Parallel Design research method was used in this study. The primary goal of this study is to determine the teacher's readiness and students' performance in Alternative Learning System in Naga City. The descriptive design was employed to analyze the level of readiness of teachers in terms of personal growth and professional development. To determine the level of performance of ALS teachers the researcher used the mean percentage. Test of relationship using Pearson r was used in the relationship of the variables. The researcher also used the qualitative techniques through to determine what interview to defend the challenges encountered and strategies employed by the ALS teachers in teaching. The findings revealed statistically personal growth had a mean rating of 3.34 and for professional development 3.57 indicating of a very high level of readiness of ALS teachers. The performance rating ALS teachers obtained outstanding rating in their performance. Mean rating was 4.67 and the teachers have outstanding performance in 5 key results areas with an overall mean of 4.68. ALS students got 95% pass the A&E Equivalent Exam for ALS. ALS teachers faced challenges these are overcoming the stage of Uncertainty, Environment and Work Adaptation, Transportation, Support of LGU and budget allocate of Division Office, Lack of Teachers. ALS teachers overcome the challenges by the strategies these are request for more ALS volunteers, Lack of Learning Resources, Teacher Resourcefulness, Dealing with Diverse Type of Students and lastly Sense of Commitment and Satisfaction.

**Index Terms**— Teachers Readiness, Teachers Performance, ALS Teachers, ALS students, Alternative Learning System

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## I. INTRODUCTION

The quality of the country's teachers is the primary factor in determining how well an education institutions perform their mandates. A nation's educational system will be of higher quality if its teachers are of greater quality. No dynamic teaching is attainable without an active teacher. Effective teachers are known through their quality and efficient teaching. In all educational systems, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. According to Naik (2017), Teaching is noble, but it is a demanding occupation. For teachers to maintain a high level of readiness and professional performance under certain conditions.[1]

The world is transforming in front of our very eyes. Globalization has caused economies to converge, the government is unable to pause for long to consider the events, and ideals are being reexamined. The growth and advancement of a certain country are greatly influenced by education. Indeed, globalization of education are issues that every nation must meet because of the growth of technology. The learning of students is also one of the difficulties facing education today. The fact that a significant portion of the world's population are dropouts, unschooled children, and even people who do not attend formal schooling is also a reality. And as a result, those who do not attend formal education find it challenging to comprehend and pick up

knowledge and skills that will help them survive and thrive in the globalized world.

The readiness and efficacy of the teachers are one of many aspects that influence an alternative learning system's effectiveness, and this is the main interest of this research in understanding. The global competitiveness report 2019 states that many nations start and implement improvements in guidelines to develop high-quality national competitiveness maintained by high-quality human resources. Through the Instruction of Alternative Learning Systems, the government works to improve instructors' caliber through many strategies. This method complies with numerous locations' rules about changes in educators. The government believes that raising the bar on quality through teacher professional development and personal growth will enable kids to advance to receiving instruction in different districts.

## II. THEORETICAL FRAMEWORK

The study is based on the theory of Metacognition is related to the study because ALS teachers have a degree of thinking that involves intentional management of the thought processes employed in teaching situations. Metacognition essentially means "thinking about thinking" the capacity of the mind to reflect on its processes and functioning. It is defined as awareness of one's thought processes that assess the merits of decisions made in the present while also considering the long-term consequences. Being prepared or aware implies that you are conscious of your actions, and

abilities to instruct and guide students also have an impact on the learning process and student learning results.

The ALS teacher must be knowledgeable about effective teaching techniques and present the lesson to the ALS students utilizing techniques. The ALS teacher needs to discuss the subject effectively and efficiently because technology had been deployed. To be effective, an ALS teacher's knowledge should go beyond that of a student. People with high levels of metacognition awareness are conscious of their knowledge and ignorance. These people are successful planners because monitoring, contracting techniques, and information management can be claimed that after debugging and evaluating. This has a favorable impact on their career advancement which is connected to this study of ALS teachers. They must be ready and perform well so that the ALS learners learn according to their level because ALS teachers taught different learners in a classroom.

### III. STATEMENT OF THE PROBLEM

This study determined the relationship of teacher's readiness and their performance to student performance in Alternative Learning System (ALS). Specifically, it sought to answer the following questions:

1. What is the level of readiness of teachers in the Alternative Learning System in terms of?
  - a. Personal growth
  - b. Professional development
2. What is the performance level of ALS teachers in along the 5 Key Result Areas?
3. Is there a significant relationship between the level of readiness of ALS teachers and their performance in the KRAs?
4. What is the level of performance of the students?
5. Is there a significant relationship between the performance of ALS teachers and students' performance?
6. What intervention program may be proposed based on the result of the study?

### IV. RESEARCH METHODOLOGY

#### Research Design

The Concurrent Parallel Design research method was used in this study. The primary goal of this study is to determine the teacher's readiness and students' performance in Alternative Learning System in Naga City.

The descriptive design was employed to analyze the level of readiness of teachers in terms of personal growth and professional development. To determine the level of performance of ALS teachers the researcher used the mean percentage. Test of relationship using Pearson r was used in the relationship of the variables.

The researcher also used the qualitative techniques through to determine what interview to defend the challenges encountered and strategies employed by the ALS teachers in teaching.

#### Respondents of the Study

The study focused on the ALS teachers in of Naga City Division. For the quantitative part 1 respondents consists of the 36 permanent teachers of 10 ALS centers in Naga City. For the qualitative method the respondents were 13 permanent ALS teachers.

The secondary source of the data was the ALS students' performance report on the A&E exam for the school year 2020-2021.

#### Research Instruments

The data were gathered and collected using two data-generating methods: a survey questionnaire and a recorded interview. The questionnaire was the main instrument used in gathering data to determine the readiness of the teachers. The researcher used the template questionnaire aligned on NCBS domain 7 to determine the readiness of teachers in terms of personal growth and professional development. This survey questionnaire was given to different ALS centers in Naga City.

The first section of the questionnaire was about the respondent's profile. This part asked the name (optional), gender, civil status, gender, position title, educational attainment, and degree/course. The second and third sections of the questionnaire were the personal growth and professional development of an ALS teacher. To rate the level of their readiness along the aspects of personal growth and professional development they were equivalent to 1,2,3,4.

#### Statistical Treatment

Data collected from the study were tabulated and processed using percentage analysis. The researcher followed the procedures suggested by the statistician. In SOP number one to determine correlations of personal growth, and professional development correlated to the teacher's readiness the researcher used a mean percentage. To SOP number two to determine the teaching performance of the ALS teacher based on the teacher's readiness and students' performance with the use of IPCRF (Individual Performance Rating) and A&E Exam result school year 2020-2021 of the students, the researcher used mean and percentages averages and to problem.

The researcher used one-on-one in-depth interview to determine the challenges encountered and strategies applied by the ALS teachers. The researcher coded the responses into various themes per approach and constructed core ideas out of the themes created to identify the challenges encountered and strategies applied.

Discussion of the qualitative findings was made, and findings were connected to the context of the overall study. Furthermore, the information revealed during in-depth interview was categorized by considering the recurrence of reactions from the participants. The responses in the Focus Group Discussion were classified by challenges and strategies.

**V. RESULT AND DISCUSSION**
**Table 1.** Level of Readiness of Teachers in Terms of Manifesting personal qualities

Indicators	Mean	Interpretation
The value concepts of a enthusiastic ALS teacher.	3.70	Very High
ALS teachers engage in self-assessment to enhance my personal qualities.	3.65	Very High
ALS teachers must, flexibility, and a caring attitude.	3.53	Very High
<b>Mean</b>	<b>3.60</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75), Low (1.76-2.50), High (2.51-3.25), Very High (3.26-4.00)

This result is worth noting in the case of ALS teachers knowing their value of being a good example as a teacher, Enthusiasm is considered as the most essential quality for a teacher to show teachers' caring attitude, and flexibility, and enthusiasm to helps them to be goal-oriented and the teacher remain calm enough. ALS teachers frequently go above. Despite the difficulties ALS teachers face due to inadequate school infrastructure and resources, ALS teachers' enthusiasm, flexibility, and caring attitudes to teach the students, caused a positive effect in the learners' accomplishments.

As mentioned in the study of Ngo, (2021) an enthusiastic, flexible, and caring teacher can have a certain effect on students' learning She or he can create interest, enjoyment, and curiosity in the classroom, encouraging students to participated explore. As a result, the teacher's excitement provokes students' interest and motivates them to learn.[2]

It can be further noted in table 1 that while the teacher knowledge in concepts of enthusiasm, flexibility and caring attitude obtained the highest rating of 3.70 their extent of practice of these qualities obtained the lowest rating of 3.53. this trend could suggest several reasons one of these cases be the lack of motivation of ALS teachers to perform their functions. These that their manifestations of caring values are quite not practiced, knowledge and actual practice are two different terms. You might be knowledgeable but disposition of values seems not congruent because possibly of some internal and external reasons affecting their daily lives.

Table 2 presents the level of readiness of teachers in terms of articulating and demonstrating one's philosophy of teaching. Data revealed that teachers got the highest mean rating of 3.86, in understanding the value of having personal philosophy of teaching. This indicates that teachers understand the value of having a personal philosophy in teaching. This outcome is significant in become teachers can reflect and modify in respond to criticism from students and peers.

**Table 2.** Level of Readiness of Teachers in Terms of Articulating and Demonstrating

Indicators	Mean	Interpretation
ALS teachers understand the philosophy	3.86	Very High
ALS teachers philosophy of teaching.	3.65	Very High
ALS teachers Shares philosophy of teaching with students.	3.66	Very High
ALS teachers desire to improve the quality of teaching	3.62	Very High
<b>Mean</b>	<b>3.74</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75), Low (1.76-2.50), High (2.51-3.25), Very High (3.26-4.00)

The lowest rating for ALS teachers was 3.62 for the desire to improve the quality of teaching Through their desire to improve their quality of teaching they can develop their personal growth through improvements and classroom instruction, recognize. In the case of informal education, ALS learners need to develop basic and functional literacy skills, and to access equivalent pathways to complete basic education which are to desire to improve the quality of teaching based on the A&E results.

**Table 3.** Level of Readiness of Teachers in Terms of Accepts Personal Accountability

Indicators	Mean	Interpretation
Accept my accountability to the learners	3.60	Very High
ALS teachers know the teaching profession.	3.55	Very High
Know my accountability and responsibilities towards students' learning performance.	3.54	Very High
<b>Mean</b>	<b>3.62</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75), Low(1.76-2.50),High (2.51-3.25),Very High(3.26-4.00)

Table 3 shows that teachers have a very high level of readiness (3.60) in terms of accepting personal accountability for learners' achievement and performance. This indicates that teachers accept accountability and responsibilities toward students' learning performance. This means that the ALS teachers recognize their students as they are and can deal with the on a case-to-case basis.

A lower rating of 3.54 was given to their learning in accountability and responsibilities. This means that there is something hindering there in their disposition of responsibilities due to some reasons beyond their control. They acknowledge their accountability, but they encounter challenges along the way. ALS teachers need to understand their students' motivations for enrolling in the program.

**Table 4.** Level of Readiness of Teachers in Terms of Using Self-Evaluation

Indicators	Mean	Interpretation
ALS teachers know the concept and strategies of self-evaluation.	3.66	Very High
ALS teacher Identify strengths and weaknesses as a person and as a teacher.	3.65	Very High
ALS teachers manifest determination.	3.63	Very High
<b>Mean</b>	<b>3.64</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75), Low (1.76-2.50), High (2.51-3.25), Very High (3.26-4.00)

Table 4 presents the level of readiness of teachers in terms of using self-evaluation to recognize and enhance their strengths and correct their weaknesses. Findings revealed that teachers got a mean rating of 3.66, a very high level.

It can also be noted that although manifesting determination to become a better person and a teacher slated a very high level of readiness among teachers, this indicator got the lowest mean rating of 3.53. The findings further indicate that the respondents need to manifest determination to become better teachers to the learning of the students. Teachers in the ALS program may conduct lessons outside or beneath the shade of trees if there are no available classrooms. This is a manifestation of their determination to become better ALS teachers.

**Table 5.** Level of Readiness of Teachers in Terms of Personal Growth.

Indicators	Mean	Interpretation
ALS teachers accepts personal accountability for learners' achievement and performance.	3.66	Very High
ALS teachers articulates and demonstrates personal philosophy of teaching.	3.65	Very High
ALS teachers manifests personal qualities.	3.63	Very High
ALS teachers uses self-evaluation.	3.62	Very High
<b>Mean</b>	<b>3.64</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75), Low (1.76-2.50), High (2.51-3.25), Very High(3.26-4.00)

Table 5 shows the summary of the level of readiness in terms of personal growth data revealed that teachers have a very high level of readiness (3.66) in terms of accepting personal accountability for learners' achievement and performance. The highest rating terms the from indicators was 3.66 for the ALS teacher's acceptance of their accountabilities and responsibilities toward students learning

performance and towards the teaching profession. This outcome is significant for ALS teachers knowing that their students' profile is different, and they teach outside the school premise or learning centers, hence accountability on learners' achievement is of great importance.

**Level of Readiness of Teachers of Alternative Learning Systems in Terms of Professional Development.**
**Table 6.** Level of Readiness of Teachers in Terms of maintaining stature and behavior

Indicators	Mean	Interpretation
ALS teachers know the set of ethical and moral principles.	3.70	Very High
ALS teachers practice the Code of Ethics for Professional Teachers.	3.65	Very High
ALS teachers manifest the values that uphold the dignity of Teaching.	3.62	Very High
<b>Mean</b>	<b>3.66</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75),Low(1.76-2.50),High (2.51-3.25),Very High(3.26-4.00)

Table 6 presents the level of readiness of ALS teachers to professional growth and development in terms of maintaining status and behavior the highest mean rating of 3.70 was obtained in the knowledge is Teacher.

**Table 7.** Level of Readiness of Teachers in Terms of Allocating time for personal and professional development

Indicators	Mean	Interpretation
ALS teachers know the requirements/expectations.	3.66	Very High
ALS teachers prepare and implement an individual personal and professional development plan (IPPD)	3.65	Very High
ALS teachers Manifest educational research.	3.63	Very High
<b>Mean</b>	<b>3.64</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75),Low(1.76-2.50),High (2.51-3.25),Very High(3.26-4.00)

Table 7 presents the level of readiness of teachers in terms of allocating time. Teachers obtained the highest rating of 3.66 in their knowledge of the requirements and expectations for the personal and professional development of teachers. This indicates that teachers very well know the requirements for the personal and professional development of teachers. Teachers must strive them to master the requirements for the personal and professional development.

Difficulty in time allotment caused have been the reason why they were rated lower in the content of educational research.

**Table 8.** Level of Readiness of Teachers in Terms of Keeping Abreast with recent developments in Education

Indicators	Mean	Interpretation
ALS teachers updated with recent developments in Education	3.80	Very High
ALS teachers apply updated knowledge to enrich teaching practice.	3.68	Very High
ALS teachers manifest openness to recent developments in education.	3.66	Very High
<b>Mean</b>	<b>3.65</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75),Low(1.76-2.50),High (2.51-3.25),Very High(3.26-4.00)

Table 8 presents the level of readiness of teachers in terms of keeping abreast with recent developments in Education. Teachers got a mean rating of 3.80, a very high level, to their being updated with recent development in education. This could be become of the memoranda orders and circulars made known to them during meetings and mentoring is done to ensure that the teaching learning fairness for the competency development of the students is attained.

Teacher however was rated lower (3.66) as to their openness to recent development. The lower due to the varied tasks expected for the ALS teachers is they handle students with varying characteristics. ALS class progresses through the subject matter given by the ALS teachers. Teachers are expected to foster and promote talents in the classroom. This result confirms the study of Atilano (2018), which revealed that keeping with the recent development in education can help the ALS student to develop their skills and knowledge of the changing world because of technology.[3]

**Table 9.** Level of Readiness of Teachers in Terms of Linkaging with other institutions and Organizations

Indicators	Mean	Interpretation
ALS teachers know institutions and organizations.	3.64	Very High
ALS teachers link with other institutions and organizations.	3.63	Very High
ALS teachers get involved in professional organizations.	3.60	Very High
<b>Mean</b>	<b>3.62</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75),Low(1.76-2.50),High (2.51-3.25),Very High(3.26-4.00)

Table 9 presents the level of readiness of teachers in terms of linkage with other institutions and organizations sharing best practices. The teachers got a mean rating of 3.64, a very high rating for the linkage of teachers in terms with other institutions and organizations and sharing best practices with other institutions. The linkage may affluent additional

support and financial recovery to the ALS purpose professional development. As stated in Magna Carta for Public School Teachers ALS teachers are mandated to develop their professional development to promote their position and the teachers must link with other institutions for support systems.

The finding supports the study of Apao (2019) which found out set ALS teachers in the Division of Laguna who participated in professional development was promoted first. Professional development for ALS teachers can improve their teaching practice can upgrade their teaching competencies. Mean rating obtained why linkage was 3.62 a very high rating. This means that the readiness is linking with other support groups to improved competencies.[4]

**Table 10.** Level of Readiness of Teachers in Terms of Reflecting on the Level of the Attainment of Professional development goals.

Indicators	Mean	Interpretation
ALS teachers know the techniques.	3.68	Very High
ALS teachers make a self-assessment.	3.64	Very High
ALS teachers desire to improve the quality of teaching.	3.61	Very High
<b>Mean</b>	<b>3.65</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75), Low (1.76-2.50), High (2.51-3.25), Very High (3.26-4.00)

Table 10 reveals that teachers have a very high level of readiness of mean (3.68) in terms level of the attainment of professional development goals. This indicates that ALS teachers know the techniques and benefits derived from theory-guided introspection. It is worth noting in the ALS context that knowing the techniques of introspection has evolved since to be a form of self-realization can lead to behavior modification because of the variabilities of their students. ALS teachers must establish relationships with their pupils to comprehend their conduct and how it can lead to self-analysis.

**Table 11.** Level of Readiness of Teachers in Terms of Improving Teaching Performance

Indicators	Mean	Interpretation
ALS teachers know the purpose.	3.65	Very High
ALS teachers actively seek feedback.	3.63	Very High
ALS teachers manifest positive attitude.	3.62	Very High
<b>Mean</b>	<b>3.64</b>	<b>Very High</b>

Legend: Very Low (1.00-1.75), Low (1.76-2.50), High (2.51-3.25), Very High (3.26-4.00)

Table 11 presents the level of readiness of teachers in terms of improving teaching performance based on feedback from the mentor, students, peers, superiors, and others. The highest rating was 3.56 for their knowledge of the purpose and approving in establishing a feedback system. Mean rating (3.62) were given to the ALS teachers in terms of manifest positive attitude towards comment or recommendation there rating were 3.64 a very high rating for the readiness of ALS teachers in terms of improving teaching performance.

According to by Torres (2019) there is sufficient evidence that proves ALS teachers struggle to manifest, positive attitudes toward evaluation have the lowest percentage.[5].

**Table 12.** Level of Readiness of Teachers in Terms of Professional Development

Indicators	Mean	Interpretation
ALS teachers improves teaching performance.	3.69	Very high
ALS teachers maintains stature.	3.58	Very High
ALS teachers links with other institutions.	3.57	Very high
ALS teachers keeps abreast with recent development.	3.55	Very High
ALS teachers reflects on the level of the attainment.	3.51	Very high
ALS teachers allocates time for personal and professional development.	3.51	Very High
<b>Over-all Mean</b>	<b>3.57</b>	<b>Very high</b>

Legend: Very Low (1.00-1.75), Low (1.76-2.50), High(2.51-3.25), Very High(3.26-4.00)

Table 12 presents the summary of the level of readiness of teachers in terms of professional development. Data showed that feedback promoted improved teaching performance was rated highest with 3.69 followed their maintenance of statue and behavior that uphold the dignity of teaching with a mean rating of 3.58. Lowest rating (3.51) was noted on teachers gave of time allocate in personal, professional development attributes.

Mean rating was of 3.57, a very high level of teachers' readiness in terms of professional development. This means that teachers consistently try to improve themselves professionally.

Table 13 presents the level of teachers' performance using the IPCRF. The results, as seen in Table 13 revealed that the performance of teachers is highest in terms of the learning environment and diversity of learners, with a mean rating of 4.77. This further means that teachers are aware of the use of classroom management strategies that promote positive and non-violent discipline. This is an interesting result in the case of ALS Teachers knowing that these teachers handle different types of students with different modules at the same time. Classroom management strategies and promoting a positive learning environment may be more demanding in their case.

**Table 13.** Performance Level of Teachers

Key Result Areas	Mean	Interpretation
ALS teachers know learning Environment and Diversity of Learners	4.77	Outstanding
ALS teachers know Content Knowledge and Pedagogy	4.72	Outstanding
ALS teachers needs Assessment and Reporting	4.66	Outstanding
Plus-Factor	4.64	Outstanding
Curriculum and Planning	4.57	Outstanding
<b>Over-all Mean</b>	<b>4.67</b>	<b>Outstanding</b>

Legend: Poor (below 1.499), Unsatisfactory (1.500-2.499), Satisfactory (2.500-4.499) Very Satisfactory (3.500-4.499), Outstanding (4.500-5.000)

**Table 14.** Level of Performance of the Students

No. of student Passed	Failed	Passing Percentage	Level of Performance
469	23	95.33	Outstanding

Legend: Did Not Meet Expectations(below 75), Fairly Satisfactory (75-79, Satisfactory (80-84), Very Satisfactory (85-89), Outstanding (90-100)

Table 14 presents the performance level of ALS students who took the A&E exam last 2020, The total number examiner was 480, and 469 passed the A&E examination. The table also showed that the passing percentage was 95.33% indicating that the level of performance of the students was outstanding. These students are now ready to move to formal education. These results also reflect the efforts of ALS teachers in teaching their students the needed competencies for formal education.

**Table 15.** Relationship between the Level of Readiness of Teachers and their Performance

Variable	Pearson Correlation	p-value	Interpretation
Personal Growth	.085	.622	Not Significant
Professional Development	.034	.843	Not Significant

Legend:  $p \leq 0.001$  very highly significant,  $p \leq 0.01$  highly significant,  $p \leq 0.05$  significant,  $p > 0.05$  not significant

[Table 15] The result revealed that relationship between the personal and professional development of ALS teachers with their performance. No significant associating no method reconciling the 2 aspects of readiness, the computed r value for readiness of ALS teachers was 0.079 and P value a probability value of 0.649 indicating no significant findings relationship between readiness and performance imply that personal growth, professional development, and teacher readiness are not associated with the level of performance in the context of ALS. The teacher's knowledge base from professional of ALS programmed and their teaching

development is anchored along what are expected for them. Other teacher characteristics may be explored in future research undertakings. As suggested by Santos (2019) peer factors, other school factors, and family variables may have an impact on students' performance.[6]

## **VI. CONCLUSION**

The Department of Education may provide a separate orientation for the new Alternative Learning System teachers who are being assigned in remote schools after they are hired so that they would understand contextually the culture of the school and community and the workload they will have. Additionally, through budget review and program schedules can be reviewed for more efficient and effective implementation.

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