

Alternative Learning System (ALS) Teachers' Professional Development, Instructional Practices, And Productivity

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Abstract - A descriptive-correlational research design was utilized to investigate the Alternative Learning System (ALS) teachers' professional development, instructional practices, and productivity in the Schools Division of Antique for the School Year 2024-2025. The respondents of this study were the 95 ALS teachers purposively selected as participants. Data were gathered using a researcher-modified questionnaire that was validated and pilot-tested. The findings showed that ALS teachers demonstrated their professional development to a very great extent and very high level of productivity. In terms of instructional practices, ALS teachers predominantly employed learner-centered approaches. The findings also revealed consistency that there were no significant differences in the extent of professional development, instructional practices, and level of productivity of ALS teachers across all classifications. The study concluded that ALS teachers exhibit very high professional standards and productivity. Thus, it is recommended that they should emphasize the need for inclusive and targeted professional development programs, improved systems, and further research into areas that may determine their teaching quality.

Keywords: *ALS Teachers, Professional Development, Instructional Practices, Productivity*

I. INTRODUCTION

Background of the Study

The Alternative Learning System (ALS) in the Philippines served as a vital initiative by the Department of Education to provide a second chance for out-of-school children, out-of-school youth, adults, and other marginalized learners to access quality education. At the heart of this system are ALS teachers, who face unique challenges in delivering education to diverse learners in unconventional settings. Thus, professional development is essential for ALS teachers to fulfill their roles effectively. Unlike their counterparts in formal education, ALS teachers must master a wide range of competencies, including multi-level teaching, contextualized curriculum delivery, and

community-based instructional strategies. Continuous learning opportunities enable ALS teachers to acquire innovative methodologies and techniques, thereby enhancing their ability to meet the varied learning needs of their learners. Moreover, professional development fosters teacher confidence, adaptability, and motivation, which are crucial in managing the complexities of alternative education. It is noteworthy that instructional practices in ALS are inherently different from traditional classroom settings, requiring teachers to adopt a flexible and learner-centered approach. ALS teachers often work with learners from diverse backgrounds with varying educational levels and personal circumstances. This necessitates the use of differentiated instruction, community engagement, and contextualized learning materials to make education relevant and effective. The ability of ALS teachers to design and implement such practices significantly impacts the success of the program in addressing the unique needs of its learners. With this, instructional productivity in ALS extends beyond the typical measures of classroom performance but includes reaching target learners, facilitating meaningful learning experiences, and achieving program outcomes, such as learner certification under the Accreditation and Equivalency (A&E) program. Enhancing teacher productivity ensures that ALS programs remain sustainable and impactful.

This study focused on the professional development, instructional practices, and productivity of ALS teachers. It aims to explore how professional growth, innovative instructional practices, and productivity contribute to the effectiveness of ALS programs. Additionally, the study seeks to identify challenges faced by ALS teachers and propose actionable recommendations to support their roles. This study seeks to contribute to strengthening the ALS framework, ensuring that it continues to provide

equitable and quality education to underserved learners in the Schools Division of Antique.

Statement of the Problem

This study was conducted to determine the professional development, instructional practices, and productivity of the Alternative Learning System (ALS) teachers in the Schools Division of Antique, Philippines, for the school year 2024-2025.

Specifically, this study sought to answer the following questions:

1. What is the extent of professional development in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are taken as a whole and when classified according to age, sex, educational attainment, position, and status of employment?
2. What are the instructional practices in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are taken as a whole and when classified according to age, sex, educational attainment, position, and status of employment?
3. What is the level of productivity in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are taken as a whole and when classified according to age, sex, educational attainment, position, and status of employment?
4. Are there significant differences in the extent of professional development in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are classified according to age, sex, educational attainment, position, and status of employment?
5. Are there significant differences in the instructional practices in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are classified according to age, sex, educational attainment, position, and status of employment?
6. Are there significant differences in the level of productivity in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when ALS teachers

are classified according to age, sex, educational attainment, position, and status of employment?

7. Are there significant relationships among teachers' professional development, instructional practices, and productivity of ALS teachers?

Hypotheses

Given the preceding problems, the following hypotheses are formulated:

1. There are no significant differences in the extent of professional development in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are classified according to age, sex, educational attainment, position, and status of employment.
2. There are no significant differences in the instructional practices in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are classified according to age, sex, educational attainment, position, and status of employment.
3. There are no significant differences in the level of productivity in the areas of relevance of teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when ALS teachers are classified according to age, sex, educational attainment, position, and status of employment.
4. There are no significant relationships among professional development, instructional practices, and productivity of ALS teachers.

Theoretical Framework

The study was anchored on Malcolm Knowles' Theory of Andragogy. This theory was also known as Adult Learning Theory that adults with a wealth of life experiences to draw from are driven by internal factors influencing their drive towards self-directed learning (Nalluhatan, Masran, Thurasingam, and Kanapathy, 2023). According to Nalluhatan et al (2023), Malcolm Knowles' Theory of Andragogy emphasized the significance of adult learners' autonomy, readiness to learn, and practical application of knowledge in real-life situations, in contrast to pedagogy, which is more teacher-centered and appropriate for learners. As used in this study, Malcolm Knowles' theory supported ALS teachers' professional development and how instruction and productivity affect adult learners in promoting self-directed learning and its relevance to learners' experiences, including its immediate application.

In addition, the study draws upon Jean Piaget and Lev Vygotsky's Constructivist Theory. According to Sharma and Shukla (2023), the constructivist theory, rooted in the works of psychologists Jean Piaget and Lev Vygotsky, emphasizes the importance of learning through experience. They added that Piaget emphasizes active, individual cognitive construction through experiences, while Vygotsky focuses on the importance of social interactions and scaffolding in cognitive development (Sharma & Shukla, 2023).

As applied in this study, constructivism emphasizes learning as an active, contextualized process where knowledge is constructed based on experiences. The theory aligns with instructional practices and productivity in creating a more conducive learner-centered environment. ALS teachers are encouraged to design interactive and collaborative lessons based on learners' prior knowledge and experiences.

Furthermore, the study utilized the Systems Theory of Ludwig von Bertalanffy. According to Elujekwute, Umar, Danburam, and Uwalaka (2022), Bertalanffy asserts that a system is an interrelated and interdependent set of elements functioning as a whole. They added that the system theory holds that an educational organization is a social system made up of integrated parts; a system is a unit with a series of interacted and interdependent parts, such that the interplay of any part affects the whole (Elujekwute, Umar, Danburam, & Uwalaka, 2022).

Since systems theory views an organization or program as an interconnected set of components, this theory suggests that instructional practices, productivity, and professional development are interdependent, impacting overall program effectiveness. Challenges in one area, such as resource utilization or accessibility of professional development, can disrupt the entire system, while improvements in one domain can lead to enhancements across others.

Integrating these theoretical frameworks, the study aimed to provide insights into how professional development, instructional practices, and instructional productivity contributed to the performance of ALS teachers.

Conceptual Framework

This study aimed to determine the ALS teachers' professional development, instructional practices,

and productivity in the Schools Division of Antique, Philippines for the school year 2024-2025.

The respondents were classified according to age, sex, educational attainment, position, and status of employment.

In terms of age, the respondents were categorized into four distinct age groups: 20-29 years old, 30-39 years old, 40-49 years old, and 50 and above. Younger ALS teachers (20-29 years old) may bring fresh ideas and a willingness to adopt innovative instructional practices, while those in the 30-39 age range often balance developing expertise with the demands of their growing careers. ALS teachers aged 40-49 likely possess a wealth of experience and a deeper understanding of alternative learning systems, enabling them to implement effective instructional strategies and mentor younger colleagues. Meanwhile, the 50 and above group represents seasoned educators who often contribute through refined teaching methodologies and institutional knowledge.

In terms of sex, the respondents were categorized into male and female. Male ALS teachers may bring unique perspectives to address challenges in alternative learning systems, often contributing to diverse instructional strategies and approaches. On the other hand, female ALS teachers may exhibit strengths in nurturing relationships with learners and fostering inclusive environments.

In terms of educational attainment, the respondents were categorized into: bachelor's, master's, and doctorate degree holders. The researcher believed that the ALS teachers with a bachelor's degree often represent the foundational level of qualification, focusing on core teaching skills and practical application. Those with a master's degree likely have advanced knowledge, specialized training, and enhanced pedagogical approaches that contribute to more effective instructional practices. Meanwhile, doctorate holders may bring a depth of expertise and research-based insights, which can drive innovation and leadership in the ALS context.

In terms of position, the respondents were classified into: Teacher I, Teacher II, Teacher III, and Master Teacher. Teacher I consisted of entry-level ALS teachers who were relatively new to the profession and were responsible for facilitating learning sessions, developing lesson plans, and implementing instructional strategies aligned with ALS learning

modules. Respondents who were Teacher II had gained additional experience and may have completed further training or professional development programs; they were expected to demonstrate improved instructional competencies and assist in mentoring newer ALS teachers. Teacher III respondents included more experienced educators with advanced teaching skills and often played a critical role in curriculum enhancement, mentoring, and leadership within ALS programs, and they may have also been involved in action research or other initiatives aimed at improving instructional practices. Respondents who were Master Teachers served as instructional leaders and role models in the system and provided guidance to other teachers, led professional development activities, and contributed to policy implementation and curriculum

improvement, playing a crucial role in ensuring that ALS programs were effectively delivered and continuously enhanced.

The dependent variables in this study include teachers' professional development, instructional practices, and productivity. The conceptual framework aimed to analyze how the independent variables influenced the dependent variables, providing a comprehensive understanding of the interplay between demographic factors and key areas affecting ALS teachers. The conceptual schema of this study indicated the independent and dependent variables, with lines representing the relationships between them. The schematic diagram of the conceptual framework is presented below.

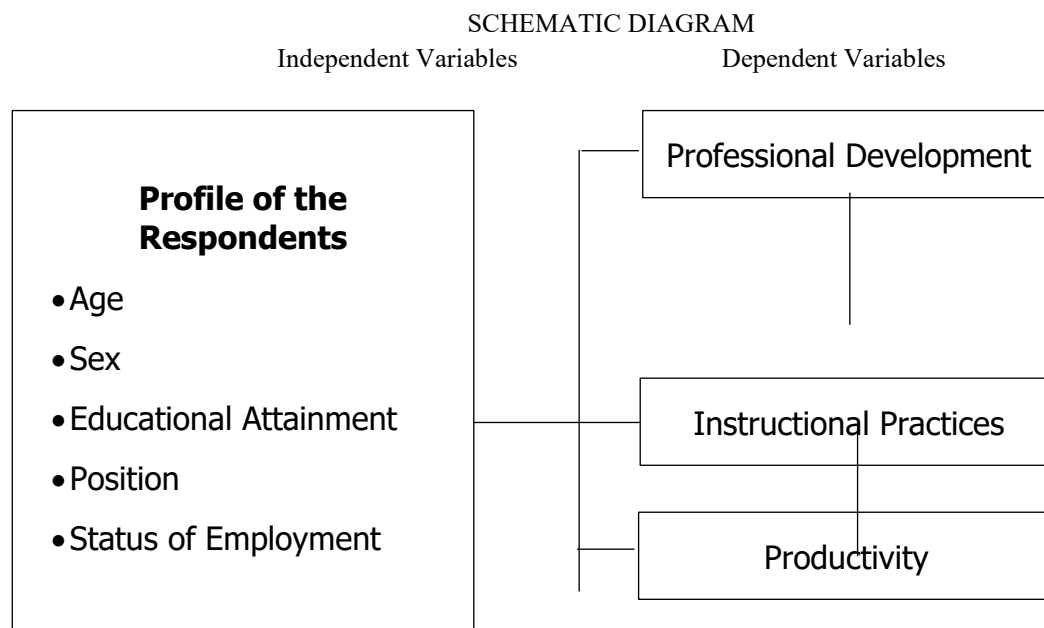


Figure 1. Schematic Diagram showing the Relationship of the Variables in the Study

II. SIGNIFICANCE OF THE STUDY

This study was beneficial to the following: Department of Education (DepEd) Officials. By analyzing instructional practices, DepEd officials identified and promoted evidence-based strategies that aligned with the unique needs of ALS learners, ensuring equitable access to quality education. Additionally, examining instructional productivity highlighted the challenges ALS teachers faced in managing workloads, resources, and learner outcomes, guiding policy decisions to improve support mechanisms. This study empowered DepEd to strengthen the ALS framework, contributing to the

attainment of educational goals such as reducing dropout rates, increasing literacy levels, and fostering lifelong learning opportunities for marginalized populations.

ALS Implementers. The study provided essential data to refine and enhance the curriculum design and delivery in the Alternative Learning System (ALS). Understanding the professional development needs of ALS teachers allowed curriculum implementers to ensure that training initiatives were aligned with both teacher needs and the evolving educational landscape. The study helped identify effective teaching methods and areas that required further

improvement, enabling curriculum developers to integrate best practices and innovative approaches into the ALS curriculum. Furthermore, examining instructional productivity shed light on the challenges teachers faced in managing resources and learner outcomes, guiding curriculum implementers to design more feasible, resource-efficient, and learner-centered educational strategies. Ultimately, the findings helped in creating a more responsive and effective ALS curriculum that better met the diverse needs of learners and supported teachers in achieving higher instructional quality and productivity.

DepEd Policymakers. The study was highly significant to policy-makers as it provided evidence-based insights crucial for shaping policies that enhanced the quality of education in the Alternative Learning System (ALS). The study helped policy-makers design targeted training programs and support systems that addressed gaps in teaching skills, fostering a more effective and knowledgeable teaching workforce. Analyzing instructional practices enabled policy-makers to identify successful strategies and inform curriculum reforms that aligned with the diverse needs of ALS learners. Additionally, understanding instructional productivity helped policy-makers recognize the challenges teachers faced in managing workloads and resources, leading to better resource allocation and support mechanisms. The findings empowered policy-makers to implement data-driven policies that improved teacher performance, enhanced learning outcomes, and ensured the sustainability and success of ALS programs, ultimately contributing to broader educational goals.

School Heads. The study was of great significance to school heads as it provided valuable insights into the effectiveness of ALS teaching and the factors that influenced teacher performance. School heads could better identify areas where teachers required additional support and training, thereby fostering a more capable and motivated teaching staff. Analyzing instructional practices helped school heads evaluate the teaching methods employed within their schools and ensured that they aligned with the best practices for enhancing learning outcomes. Additionally, understanding instructional productivity enabled school heads to address challenges related to workload, resources, and teacher effectiveness, creating a supportive environment that promoted higher teacher

performance. Ultimately, this study assisted school heads in making informed decisions that improved the quality of ALS education, optimized resource utilization, and contributed to the academic success and well-being of learners.

ALS Teachers. This study was significant to ALS teachers as it provided valuable insights into their professional development, instructional practices, and productivity. It highlighted the challenges they faced in delivering quality education to diverse learners and identified areas for improvement in their teaching strategies. By examining their professional growth, the study shed light on the effectiveness of existing training programs and recommended enhancements to better equip teachers with the necessary skills and competencies. Moreover, the findings contributed to improving instructional practices by identifying best teaching methodologies suited for ALS learners. Understanding teachers' productivity also allowed for the development of policies and support mechanisms that addressed workload management and resource allocation. Ultimately, this study empowered ALS teachers by advocating for their continuous growth, ensuring more effective teaching, and enhancing learning outcomes for their students. Through this study, they were informed about teachers' professional development, instructional practices, and productivity in the Schools Division of Antique, Philippines for the school year 2024-2025.

ALS Learners. This study was significant to ALS learners as it directly impacted the quality of education they received. By examining ALS teachers' professional development, instructional practices, and productivity, the study identified ways to enhance teaching effectiveness, which, in turn, improved learning experiences and outcomes for learners. The findings provided insights into the strengths and gaps in instructional delivery, ensuring that teaching strategies were better aligned with the unique needs of ALS students. Additionally, the study contributed to the development of policies and programs that supported teachers in creating more engaging, learner-centered, and flexible learning environments. As a result, ALS learners benefited from more structured and effective educational interventions, increasing their chances of academic success, skill development, and lifelong learning opportunities.

Researcher. The study held significant value for the researcher as it provided an opportunity to contribute to the academic and practical understanding of how ALS teachers could be supported to improve their teaching effectiveness and productivity. The researcher identified gaps in existing literature and proposed evidence-based recommendations to enhance ALS teaching quality. This study allowed the researcher to engage with current educational challenges, contributing to the development of effective policies, programs, and practices. Furthermore, it offered the researcher a chance to apply and deepen their knowledge of educational theories and methodologies, while also gaining valuable insights that could shape future studies in the field of alternative education.

Future Researchers. The study held significant value for future researchers as it provided a foundation for further exploration in the field of alternative education. This study offered insights that could guide future research on teacher training, instructional methodologies, and productivity in diverse educational contexts. It opened avenues for examining the impact of various professional development programs on teaching outcomes, as well as the role of instructional practices in improving learner success. Additionally, the study highlighted areas that required further investigation, such as the challenges faced by ALS teachers in resource-limited settings and the relationship between teacher well-being and instructional productivity. For future researchers, this study served as a reference point for building on existing knowledge and developing new frameworks to enhance the quality and accessibility of education in alternative learning systems.

Definition of Terms

For clarity and better understanding, the following were defined conceptually and operationally.

Professional Development. Professional development refers to a systematic process that helps individuals, particularly in education, improve their skills, knowledge, and competencies to enhance performance and advance in their careers (Havea & Mohanty, 2020).

In this study, professional development referred to the awareness and comprehension of its significance, their access to relevant training opportunities of ALS teachers that may influence their professional development, instructional practices, and the

challenges they encountered in engaging with these programs.

Instructional Practices. Instructional practices refer to actions taken by teachers in developing lessons in the classroom (Saleh & Jing, 2020).

In this study, instructional practices encompassed the approaches to lesson planning and preparation, implementation of instructional strategies, methods of assessment and feedback, integration of technology in teaching, and the challenges faced by ALS teachers in executing these practices effectively. **Productivity.** Productivity referred to teachers' ability to deliver better performance, resulting in graduates who were morally, spiritually, physically, and mentally equipped to integrate successfully into society and the labor market (Ogosu & Agi, 2024).

In this study, instructional productivity referred to ALS teachers' effectiveness in delivering instruction, efficient utilization of resources, management of time and workload, impact on learner progress and outcomes, and the challenges they faced in maintaining productivity.

Alternative Learning System. The Alternative Learning System (ALS) refers to a parallel way of attaining basic education through the Department of Education.

In this study, the Alternative Learning System is the program of the Department of Education with its components, the Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E), which were designed to cater to the educational needs of those who did not have access to formal schooling.

Scope and Limitations of the Study

The study aimed to assess ALS teachers' professional development, instructional practices, and productivity in the Schools Division of Antique, Philippines, for the school year 2024-2025. The respondents of the study were the total population of 95 ALS teachers who were classified according to their age, sex, educational attainment, position, and status of employment. The study utilized the descriptive correlation research design. The data gathering instrument was a researcher-modified questionnaire, which determined the extent of professional development, instructional practices, and level of productivity of ALS teachers. This was validated by a jury of experts and was subjected to reliability testing.

For data analysis, descriptive statistics such as frequency count, percentage, and mean were used, while inferential statistics included Mann-Whitney U

test, Kruskal-Wallis H test, and Spearman's rank correlation. All statistical computations were processed using the Statistical Package for the Social Sciences (SPSS), with an alpha level of significance set at 0.05.

III. REVIEW OF RELATED LITERATURE AND STUDIES

This part dealt with the literature and studies relevant to the present research. This chapter was divided into four major parts: conceptual literature, related studies, and the relevance of related literature and studies.

Conceptual Literature

On Teachers' Professional Development

Professional development of teachers is a lifelong process that begins with the initial preparation they receive and continues until retirement (AbdulRab, 2023). It is essential for sustainable education as it provides opportunities for teachers to reflect on their practices, improve teaching approaches, and enhance students' academic performance (Ajani, 2022). In ASEAN countries, mentoring plays a vital role in supporting teachers' professional growth by offering guidance, support, and constructive feedback to help them improve their practice (Tham & Ismail, 2020). Similarly, coaching is an effective method for fostering teacher development and providing regular feedback and guidance for continuous improvement (Tuan & Nguyen, 2020).

Incentives such as recognition, rewards, and career advancement are powerful motivators for teachers to actively engage in professional development opportunities (Nguyen et al., 2021). While traditional professional development programs have largely focused on pedagogical content knowledge, there is an increasing need to address areas such as technology integration to meet the demands of modern education (Singh & Chandra, 2020). Personalized professional development plans tailored to individual teacher needs are also critical in adapting to the ever-evolving educational landscape (Van Den Bossche et al., 2020).

To maximize the effectiveness of professional development, ongoing support and feedback are crucial, enabling teachers to implement and refine new strategies effectively (Moyo & Rughani, 2020). Incorporating reflection and self-evaluation into these programs is equally important, as they promote

continuous improvement and learning among teachers (Lee & Wang, 2020).

On Teachers' Instructional Practices

Instructional practices encompass a range of strategies, methods, and techniques that educators use to enhance teaching and learning. These include lesson planning, material selection, delivering instructions, providing feedback, and assessing student progress. Grounded in educational theories and research, instructional practices aim to engage students, foster critical thinking, and create inclusive, supportive learning environments. While these practices vary depending on the context, they commonly involve clear communication, differentiation, technology integration, formative assessments, and ongoing adjustments to meet the diverse needs of students, ultimately supporting their academic success and overall growth (Calonia, Lopez, Bejoc, Malacad, Oro, & Cuesta, 2023).

Teacher-driven (traditional) instructional practices are formal, controlled, and focus on knowledge transmission aimed at improving test performance. In contrast, student-centered (alternative) instructional methods prioritize collaboration, problem-solving, and active engagement, fostering personal growth and better academic outcomes (Saleh & Jing, 2020). For example, student-centered approaches such as inquiry-based instruction and active learning shift the classroom focus from teacher-led activities to student-driven learning, with teachers taking on the role of facilitators (Hann, 2020).

Teacher instructional practices significantly influence the quality of education and students' success rates (König et al., 2021; Larsen & Jang, 2021). Key factors contributing to effective instructional practices include teacher self-efficacy, competence, beliefs, and collaboration (Yang et al., 2020; Bellibaş et al., 2021). Collaboration among teachers through sharing, coordinating, and working together on instructional activities enhances the achievement of learning outcomes (Bellibaş et al., 2021).

On Teachers' Productivity

Productivity in education refers to the achievement of educational objectives through a continuous process involving instructional inputs, processes, and outputs, where effective instructional planning by

teachers is crucial for ensuring quality teaching and improved student performance (Ayeni, 2022). It plays a vital role in the education system, shaped by individual competencies and significantly influenced by school support. School support includes administrative backing, peer cooperation, conducive learning environments, parental involvement, and professional development opportunities, all of which contribute to enhancing teacher productivity (Encarnacion, Crescencio, Antipala, Oberes, Bautista, Oponda, & Neri, 2023; Bektas et al., 2022). Teacher productivity is a critical determinant of student learning outcomes and, ultimately, the future of society (Constantinou & Wijnen, 2022). While it depends on teachers' abilities and dedication, productivity is strongly influenced by the support they receive from the school system. This support spans various dimensions, including administrative assistance, collaboration with peers, high-quality learning environments, engaged parental involvement, and access to professional development (Jourdan et al., 2021).

Motivation also plays a significant role in teacher productivity. Teachers who have their basic needs met, foster positive workplace relationships, and access growth opportunities demonstrate higher productivity in both classroom management and academic instruction. Motivation and teaching performance are significant predictors of work productivity, further enhancing teaching outcomes (Hua, 2024). A teacher's desire to teach directly impacts student behavior and the classroom environment, leading to excellent learning outcomes (Osman et al., 2020).

Moreover, teacher productivity is the cornerstone of achieving institutional goals. Teachers must organize, implement, and supervise all learning activities to ensure success in the educational process (Hua, 2024). Notably, there is significant variation in teacher productivity within and among schools, underscoring its critical role in influencing school growth and student achievement (Hua, 2024).

Related Studies

Foreign Studies

A study was conducted by Boylan (2021), which reviewed 43 articles from 2019 and 2020 focusing on teachers' professional development, as guided by the following twofold research question: "What

characterizes teachers' professional development in school, and how does this development influence school improvement?" The review indicates that teachers' learning processes need to be developed if they are to lead to school improvement. It is not enough for researchers simply to study learning processes in schools; they must also conduct formative intervention studies. Ultimately, while researching these processes, researchers should provoke and sustain an expansive transformation process led by and owned by practitioners, leaders and teachers in the whole school. Findings suggest that more research is needed to show how outside resource persons, such as researchers, can contribute to school development in collaboration with teachers and school leaders at work.

Additionally, Treska (2018) studied the effect of teacher professional development in raising the quality of teaching. The role and importance of life-long learning as part of a teacher's qualification is unquestionable, in particular in terms of the teachers' personal and professional development, as well as in promoting the school image, improving teacher performance, and enhancing the quality of teaching. Kosovo is still going through a process of transition. Every day new reforms are being introduced. Most of these efforts, such as the new competence-based Curriculum Framework, focus in developing education in general; others are more specific and aim, for instance, at improving teachers' professional development. The latter is a very sensitive and critically important area that requires attention and commitment. In this regard, the Ministry of Education, Science and Technology, in collaboration with various non-profit, governmental and international organizations, have organized numerous professional trainings for teachers in Kosovo. The program of teacher training sessions, offered in partnership with the University of Pristina, is called the In-Service Teacher Qualification programme 1. In this paper the researchers have analyzed the training programs offered to the teachers of Kosovo, surveying the effects and benefits of professional advancement on creating new knowledge and improving the quality of teaching. The survey results have verified the main hypothesis regarding the effect of professional development in raising the quality of teaching, but they have not verified completely auxiliary hypothesis which views considers the program as a

mechanism to meet the professional development needs of teachers.

Timperley (2019) conducted a study that focused on teachers' professional development that is job-embedded, contextualized, and sustained over time. It does not concentrate, however, on isolated activities like workshops; rather, the review takes a hard look at workplace learning characterized by dynamic, ongoing interactive exchange between teachers (Timperley, 2019). In so doing, this research takes the perspective of teachers' professional learning as emphasizing schools as the environment for development (Vescio, Ross, & Adams, 2018). Fullan (2007) posits that professional learning in context is the only education that ultimately changes classroom practices. Moreover, there is strong evidence that professional development is best when embedded in the teachers' specific subject areas (Darling-Hammond, Chung, Andree, & Richardson, 2019). Meanwhile, schools with strong teacher communities seem to have higher student achievement (Horn & Kane, 2015).

Moreover, continuing professional development (CPD) of teachers plays a crucial role in enhancing their skills and competencies, enabling them to become more effective educators (AbdulRab, 2023). Improved professional development directly contributes to better instructional practices, builds teacher capacity, and ultimately enhances teaching quality (Lacy, 2023). Research indicates that teacher self-efficacy significantly influences instructional practices, mediating the effects of stress and cooperation. Among these factors, teacher cooperation has a stronger impact on instructional practices than stress, while job satisfaction has minimal influence (Zakariya & Adegoke, 2024).

Instructional practices, such as cognitive activation techniques, clear instruction, and effective classroom management, are more prevalent among female mathematics teachers than their male counterparts in Norway (Zakariya & Adegoke, 2024). However, irregular participation in annual professional development activities and their inadequate focus on classroom dynamics underscore the need for regular assessments and targeted CPD initiatives to enhance teaching effectiveness (Ajani, 2022). Despite challenges related to availability, cost, and design, professional development activities have a significant perceived impact, with community

service involvement being a highlight and graduate/post-graduate studies needing greater emphasis (Morales & Matriano, 2023).

High-quality, practice-oriented professional development programs are strongly correlated with improved teaching effectiveness and enhanced student outcomes (Mohamed, Arulpragsam, & Hussain, 2024). Teachers' pedagogical knowledge and classroom management expertise are critical predictors of instructional quality and directly influence student achievement in subjects like mathematics, emphasizing the importance of competence in promoting cognitive activation and academic success (König et al., 2021). Inquiry learning, in particular, has been shown to positively affect students' self-efficacy and directly improve mathematics achievement, especially for students with Individual Education Plans, while direct instruction has a negative impact on self-efficacy (Larsen & Jang, 2021).

Teachers' beliefs also play a crucial role in shaping instructional practices. For instance, Chinese pre-service mathematics teachers' dynamic and constructivist views about mathematics significantly influence their inquiry-oriented instructional approaches. These beliefs mediate the relationship between their content and pedagogical knowledge and their instructional practices (Yang et al., 2020). Motivation, closely linked to meeting basic needs, fostering positive relationships, and providing growth opportunities, also enhances teaching performance and productivity. Female teachers aged 30-49 with master's degrees and less than five years of experience reported high levels of motivation and productivity, especially in classroom management and academics (Hua, 2024).

Teacher productivity, a key measure of educational success, is evaluated based on the quality, quantity, and timeliness of their work. Factors such as leadership, job satisfaction, compensation, competence, organizational climate, discipline, and professional development significantly influence productivity (Anisah, Gistituati, & Rusdinal, 2020).

Local Studies

Research findings highlight the impact of professional development activities on teachers' instructional competencies, including instructional planning, delivery, subject matter knowledge,

rapport with students, and classroom management. However, some teachers perceived these professional development activities as offering little benefit. Additionally, no significant relationship was found between teaching competencies and participation in professional development activities (Padillo, Manguilimotan, Capuno, & Espina, 2021).

Further studies reveal that instructional practices, such as the use of prior knowledge and traditional methods, were commonly employed by chemistry teachers, with pre-pandemic challenges focused on learner characteristics, teacher competency, language barriers, and classroom management. However, during the pandemic, challenges shifted to areas such as assessment strategies, feedback, technology, parental involvement, and teaching materials (Clores & Nueva España, 2023). Despite these challenges, improvements in instructional management were linked to better student performance across subjects, underlining the significance of effective instructional practices (Francisco & Celon, 2020).

While instructional practices, particularly teaching strategies and student engagement, are highly effective, there is a continuous need for professional development to further enhance these practices and improve overall workforce productivity (Villamarzo & Ching, 2024). This is especially important in the context of online learning, where students' academic success relies more on personal motivation, study habits, and self-paced learning rather than directly on instructional practices (Calonia, Lopez, Bejoc, Malacad, Oro, & Cuesta, 2023).

Moreover, the study emphasizes that teacher productivity is positively influenced by administrative support, peer support, and a conducive learning environment. However, areas for improvement include recognition and rewards, the pressures of assessment, limited autonomy, and insufficient access to technology and resources (Encarnacion, Crescencio, Antipala, Oberes, Bautista, Oponda, & Neri, 2023).

The study by Francisco and Celon (2020) highlights the relationship between instructional practices and student academic performance, noting that improvements in instructional management can lead to better outcomes. The ALS program, which often involves flexible and alternative teaching methods, demands continuous adaptation of instructional

practices to effectively cater to diverse learners. Therefore, understanding the instructional practices employed by ALS teachers, as well as their impact on student performance, is critical for the success of the program. Moreover, the finding by Calonia et al. (2023) that student academic success in online classes relies more on personal motivation, study habits, and self-paced learning than on instructional practices indicates that ALS teachers need to adapt their methods to ensure learner engagement and foster intrinsic motivation, given that many ALS learners are out-of-school youth and adults.

The studies by Clores and Nueva España (2023) and Padillo et al. (2021) highlight the shifting challenges in teacher practice, from pre-pandemic challenges, focused on classroom management and teacher competency to pandemic-era challenges related to technology, assessment strategies, and parental involvement. ALS teachers face a similar shift in challenges, as they must navigate a blend of traditional face-to-face teaching with remote and online learning modalities, especially in the context of recent shifts due to the pandemic. This change emphasizes the importance of continuous professional development to address these evolving challenges. Given that ALS teachers work with students who often have different learning needs, experiences, and levels of motivation, professional development programs that focus on enhancing teachers' adaptability, use of technology, and learner-centered approaches will be vital to improving instructional practices and, consequently, productivity.

Encarnacion et al. (2023) and Hua (2024) stress that teacher productivity is influenced by various factors, including administrative support, peer cooperation, and a positive learning environment. In ALS, teacher productivity is equally dependent on these factors, along with the availability of resources and support from the Department of Education (DepEd) or local government units. The studies suggest that teachers who have access to ongoing professional development and a supportive work environment are more likely to be productive and improve their instructional practices. By conducting this study, we can better understand how these factors impact ALS teachers' productivity and identify strategies for enhancing administrative support, resource availability, and peer collaboration within the ALS context. For ALS teachers, the professional

development programs must account for their unique challenges, such as working with learners who have been out of school for extended periods, teaching in multi-grade classrooms, and handling the complexities of adult learning. The findings from Morales and Matriano (2023) and Zakariya and Adegoke (2024) also emphasize the importance of continuous professional development to enhance teaching effectiveness. This insight underscores the necessity for designing targeted programs for ALS teachers that focus on enhancing instructional practices, classroom management, and the use of alternative teaching strategies to engage diverse learners.

Studies by Hua (2024) and others reveal that teacher motivation is closely linked to productivity and teaching performance. In the ALS context, where teachers often work in challenging conditions, understanding the factors that drive motivation and job satisfaction is essential. For example, teachers in the ALS system may face issues such as a lack of recognition, limited career advancement opportunities, and the challenges of teaching non-traditional students. By examining how motivation and satisfaction affect ALS teachers' productivity, the study can offer insights into improving teacher retention, morale, and overall effectiveness in delivering quality education to underserved communities.

Studies such as those by Padillo et al. (2021) emphasize the importance of professional development activities in enhancing teachers' competencies in areas like instructional planning, delivery, subject matter knowledge, and classroom management. However, they also point out that teachers often perceive professional development as offering minimal benefit, and in some cases, a lack of significant relationship between professional development and teaching competencies. This suggests that the current professional development practices may not fully address the needs of teachers, particularly those in non-formal education systems such as ALS. As ALS teachers face unique challenges, including the diverse backgrounds of their students, tailoring professional development programs to their specific needs could improve instructional effectiveness and, by extension, teacher productivity.

Relevance of Related Literature and Studies

The previously mentioned studies provide insights into the interplay between teacher development, instructional practices, and productivity. These studies highlight various aspects that directly or indirectly affect the professional growth of educators and the quality of teaching, which are central themes of the ALS context.

The studies reviewed suggest a recurring theme - the need for professional development programs that are tailored to the specific needs of teachers in various contexts. As ALS teachers play a pivotal role in providing educational opportunities for out-of-school youth and adults, understanding how professional development, instructional practices, and productivity are interconnected will help improve the effectiveness of the ALS program.

IV. RESEARCH METHODOLOGY

This section consisted of research design, respondents of the study, data gathering instrument, validity, and reliability of the instrument, data gathering procedure, and statistical tools used.

Research Design

The researcher utilized the descriptive-correlation research design to determine the relationships among the extent of professional development, instructional practices, and level of productivity of ALS teachers in the Schools Division of Antique, Province of Antique, Philippines for School Year 2024-2025.

Descriptive research was designed to describe the distribution of one or more variables without regard to any causal or other hypothesis (Aggarwal & Ranganathan, 2019). It was a methodology that focused on describing the characteristics of a population or phenomenon, emphasizing the "what" rather than the "why" (Manjunatha, 2019). On the other hand, correlational research is a non-experimental research method in which a researcher measures two variables and assesses the statistical relationship between them with no influence from any extraneous variable (Wubante, 2020). It determined and interpreted the extent of relationships between variables using statistical data, recognizing trends and patterns without manipulating variables (Barroga et al., 2023). It was designed to test research hypotheses without experimentally manipulating the independent variable, allowing

investigation of behavior in naturally occurring situations (Wubante, 2020). Descriptive-correlation research was a research design where the researcher sought to describe a relationship among variables without attempting to infer a causal relationship (Devi et al., 2022). This research design combined descriptive and correlation research elements, aimed to describe the characteristics of relationships between variables while emphasizing their distribution and statistical associations.

Respondents of the Study

The respondents of the study were 95 ALS teachers from the Schools Division of Antique, Philippines for School Year 2024-2025. The total enumeration of ALS teachers was taken using purposive sampling. Additionally, the respondents were classified based on demographic and professional characteristics, such as age, sex, highest educational attainment, position, and status of employment.

In line with the ethical considerations of the study, the researcher followed a series of protocols before commencing data collection. Before the data-gathering process, the researcher obtained approval from the respondents through an informed consent form. The consent form explicitly outlined respect for the respondents' rights, emphasizing that their identities and responses would be treated with utmost confidentiality and used solely for research purposes. It was also stipulated in the informed consent that they could withdraw their responses at any time and cease participation in the study. The researcher maintained the anonymity of the respondents by ensuring that names and other identifying information were neither recorded nor disclosed, thereby protecting their privacy and encouraging honest and unbiased responses. These measures ensured that the study adhered to ethical research standards and safeguarded the integrity of the data collected. Ethical considerations enhanced the credibility of the findings, providing a solid foundation for making informed decisions and drawing meaningful conclusions from the data.

Table 1. Distribution of Respondents

Schools District	N	%
Anini-y	4	4
Barbaza	5	5
Belison	1	1
Bugasong	4	4
Caluya	2	2

Culasi	4	4
Hamtic	9	9
Laua-an	6	6
Libertad	5	5
Pandan	4	4
Patnongon	9	9
San Jose	9	9
San Remegio	8	8
Sebaste	2	2
Sibalom	9	9
Tibiao	6	6
Tobias Fornier	6	6
Valderrama	2	2
Total	95	100.00

Data Gathering Instruments

This study made use of a researcher-modified research instrument and a panel-validated Likert scale format questionnaire as described below:

Part I of the instrument gathered data on the demographic profile of the respondents. It required them to either tick the appropriate response or fill in the blanks. The section collected information on age, categorized into four groups: 20-29 years, 30-39 years, 40-49 years, and 50 years and above. It also recorded the respondents' sex, allowing them to select between male and female. Additionally, it assessed educational attainment, distinguishing among those who held a bachelor's degree, a master's degree (either with units or as a graduate), and a doctorate (either with units or as a graduate). The instrument further classified respondents based on their teaching position, identifying them as Teacher I, Teacher II, Teacher III, or Master Teacher. Finally, the status of employment was assessed and categorized as permanent and contractual. This information helped categorize the respondents and provided context for their responses in the subsequent sections.

Part II assessed the extent of teachers' professional development of ALS teachers. This was divided into Relevance of Teaching, Instructional Effectiveness, and Learners' Progress and Outcomes.

Part III determined the instructional practices of ALS teachers. This section was divided into three key areas namely: Relevance of Teaching, Instructional Effectiveness, and Learners' Progress and Outcomes. The scale, along with its description and interpretation, was utilized to determine the instructional practices of ALS teachers, as presented.

Part IV assessed the level of productivity of ALS teachers, which was also divided into the following key areas: Relevance of Teaching, Instructional Effectiveness, and Learners' Progress and Outcomes. The scores for professional development of ALS teachers were converted into mean scores with the

corresponding description and interpretation as follows:

The scores for instructional practices of ALS teachers were converted into mean scores with the corresponding description and interpretation as follows:

Mean Range	Description	Interpretation
4.21-5.00	Very Great Extent	The teachers had availed of formal and informal courses that developed their individual's skills knowledge and expertise to the maximum. They attended courses, workshops or formal qualification through collaboration, coaching and mentoring.
3.41-4.20	Great Extent	The teachers had availed of formal and informal courses that developed their individual's skills knowledge and expertise to the minimum. They attended selected courses, workshops or formal qualification through collaboration, coaching and mentoring.
2.61-3.40	Moderate Extent	The teachers had availed some formal and informal courses that developed their individual's skills knowledge and expertise. They attended limited courses, workshops or formal qualification through collaboration, coaching and mentoring.
1.81-2.60	Low Extent	The teachers had not availed of formal and informal courses that developed their individual's skills knowledge and expertise. They attended limited courses, workshops or formal qualification through collaboration, coaching and mentoring.
1.00-1.80	Very Low Extent	The teachers were not given the opportunity to develop their knowledge and expertise

Mean Range	Description	Interpretation
2.34-3.00	Mostly Practiced	ALS teachers consistently practiced highly effective instructional strategies. They demonstrated strong lesson planning, effective teaching methodologies, and the ability to facilitate meaningful learning experiences that significantly impacted learners' progress and outcomes
1.67-2.33	Practiced	ALS teachers demonstrated a moderate level of instructional practices. While they applied fundamental teaching techniques, there were inconsistencies or gaps in lesson planning, instructional strategies, or assessment methods that required further professional development
1.00-1.66	Less Practiced	ALS teachers had minimal application of effective instructional practices. They struggled with lesson planning, instructional delivery, and student engagement, requiring significant intervention and capacity-building efforts

The scores for the level of productivity of ALS teachers were converted into mean scores with the corresponding description and interpretation as follows:

Scale of Means	Description	Interpretation
4.21-5.00	Very High	ALS teachers exhibited outstanding productivity. They consistently managed their workload efficiently, maximized instructional time, and utilized resources effectively to enhance learner engagement and academic success. Their ability to maintain high teaching standards and produce positive learning outcomes was evident

3.41-4.20	High	ALS teachers demonstrated commendable productivity. They effectively balanced lesson planning, instruction, and assessment while ensuring learner progress. However, there were areas for further improvement in workload management, instructional efficiency, or resource utilization.
2.61-3.40	Average	ALS teachers maintained a moderate level of productivity. While they fulfilled their instructional responsibilities, there were inconsistencies in time management, lesson execution, or learner outcome tracking that could have been improved through professional development
1.81-2.60	Low	ALS teachers faced challenges in maintaining productivity. They struggled with workload management, instructional delivery, or learner engagement, indicating a need for additional training and support to enhance their teaching effectiveness
1.00-1.80	Very Low	ALS teachers had minimal productivity. They experienced difficulties in managing instructional tasks, leading to inefficiencies in teaching and learning outcomes. They needed targeted interventions, mentoring, and capacity-building programs

Validity of the Questionnaire

Validating a research instrument involved establishing a level of confidence in its results. Validity referred to the accuracy with which a measure assessed its intended construct and how well its results represented true findings among study participants and similar individuals not involved in the study (Rozali et al., 2022; Ranganathan et al., 2024). The validity test of a survey questionnaire involved analyzing the questions for dependability to determine if the questionnaire was suitable for survey research (Aithal & Aithal, 2020; Rozali et al., 2022). In this study, content validation of the research instrument was used. Content validation involved evaluating how comprehensively a research instrument covered all aspects of the intended construct and examining whether the questionnaire items represented the entire theoretical model of the problem. It was performed by a panel of subject experts who assessed the appropriateness of the concepts to be measured and ensured they accurately reflected the intended construct (Ranganathan et al., 2024; Aithal & Aithal, 2020).

The research instrument was content validated by six experts in educational management and research methodology of the University's Graduate School, who reviewed the items of the questionnaire for relevance, clarity, and comprehensiveness. These experts assessed the accuracy of each question, measurement, or concept related to the subject to be tested. They also checked whether the questions were appropriate, clear, reasonable, non-superficial, non-ephemeral, typical, and sufficiently inclusive. Each question was meticulously analyzed to determine if it was appropriate or needed revision. After thoroughly reviewing the instrument, the

comments, suggestions, and recommendations from the experts were solicited, collated, and incorporated into the questionnaire.

Reliability of the Questionnaire

The content-validated questionnaire was subjected to reliability testing. Reliability referred to the consistency of a research instrument in producing similar results when used repeatedly under stable conditions (Rozali et al., 2022; Ranganathan et al., 2024).

It was necessary to identify and eliminate any potential problems in the final study and to ensure its reliability and consistency. This was conducted to 30 ALS teachers in the Schools Division of Aklan. Cronbach's alpha results obtained a reliability coefficient of 0.977 for professional development, 0.875 for instructional practices, and 0.92 for productivity. This showed that the research instrument was highly reliable.

Data Gathering Procedure

Before conducting the study, the researcher sought and obtained concurrence from the Dean of the Graduate School to administer the research instrument to the respondents. Following this, approval was obtained from the Schools Division Superintendent of the Schools Division of Antique to conduct the study. It was emphasized in the letter seeking approval that no classes would be disrupted during the conduct of the study, adhering to the No Disruption of Classes Policy of the Department of Education.

With the necessary approvals in place, the researcher coordinated with the Public Schools District

Supervisors for the conduct of the study, informing them that approval had been secured from the Office of the Schools Division Superintendent. A Google link containing the research instrument was forwarded to the group chat of the Public Schools District Supervisors of the Schools Division of Antique to be passed on to the ALS teachers who served as the study's respondents.

Permission to participate in the study was sought from the respondents, with assurances given regarding the privacy and confidentiality of their responses. The permission letter was included in the first part of the link forwarded to the respondents. Indicated in it was an assurance to the respondents that the information gathered would be used solely for research purposes. The researcher obtained approval from the respondents through an informed consent form indicated in the second part of the link. Those who proceeded to answer the research instrument gave implied approval and consent to become respondents to the study. Once the administration of the questionnaire was completed, the data were collated, encoded, tabulated, and interpreted using the Statistical Package for Social Sciences (SPSS), employing the appropriate statistical tools.

Data Analysis Procedure

The data collected were systematically analyzed using both descriptive and inferential statistical tools to ensure accurate interpretation and meaningful conclusions. The responses from the survey questionnaire were encoded, tabulated, and processed using the Statistical Package for the Social Sciences (SPSS) to ensure accuracy and reliability. Descriptive statistics were used to summarize and interpret the respondents' demographic profiles. Meanwhile, inferential statistical tests were employed to determine whether there were significant differences in ALS teachers' professional development, instructional practices, and productivity when classified according to demographic factors.

The results obtained from these statistical analyses provided empirical evidence to support conclusions and recommendations regarding the professional growth and instructional effectiveness of ALS teachers.

Statistical Tools

In this study, the following descriptive and inferential statistics were used:

Frequency Count provided a basic tally of how often each category or value appeared for variables such as age, sex, educational attainment. This count was essential for understanding the distribution of respondents across different categories.

Percentage complemented frequency count by presenting the data in relative terms, making it easier to interpret the proportion of each category within the total sample.

Mean was used to determine the average scores or responses made to each statement. The frequencies were multiplied by their corresponding values, and the values were added to obtain the mean.

Mann-Whitney U test was used to determine the significant differences in the teachers' professional development, instructional practices, and instructional productivity when they were classified according to sex.

Kruskal-Wallis H test was used to determine the significant differences in the teachers' professional development, instructional practices, and instructional productivity when they were classified according to age, educational attainment, and years of teaching experience.

Spearman's Rank Correlation was employed to measure the significant relationship between professional development, instructional practices, and instructional productivity.

All the data gathered for the study were analyzed using the Statistical Package for the Social Sciences (SPSS) with a significance level set at .05.

V. RESULTS AND DISCUSSIONS

This part presents the results of summary, discussions of conclusions, and recommendations of the study on ALS teachers' professional development, instructional practices and productivity.

Summary

The study aimed to determine the ALS teachers' professional development, instructional practices, and productivity in the Schools Division of Antique, Philippines, for the school year 2024-2025. The respondents of the study were the total population of 95 ALS teachers who were classified according to their age, sex, educational attainment, position, and status of employment. The study utilized the descriptive correlation research design. The data gathering instrument was a researcher-modified

questionnaire, which determined the extent of professional development, instructional practices, and level of productivity of ALS teachers. This was validated by a jury of experts and was subjected to reliability testing.

For data analysis, descriptive statistics such as frequency count, percentage, and mean were used, while inferential statistics included Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's rank correlation. All statistical computations were processed using the Statistical Package for the Social Sciences (SPSS), with an alpha level of significance set at 0.05.

Specifically, this study sought to answer the following questions:

1. What is the extent of professional development in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are taken as a whole and when classified according to age, sex, educational attainment, position, and status of employment?
2. What are the instructional practices in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are taken as a whole and when classified according to age, sex, educational attainment, position, and status of employment?
3. What is the level of productivity in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are taken as a whole and when classified according to age, sex, educational attainment, position, and status of employment?
4. Are there significant differences in the extent of professional development in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are classified according to age, sex, educational attainment, position, and status of employment?
5. Are there significant differences in the instructional practices in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when the ALS teachers are classified according to age, sex, educational attainment, position, and status of employment?

6. Are there significant differences in the level of productivity in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes when ALS teachers are classified according to age, sex, educational attainment, position, and status of employment?

7. Are there significant relationships among teachers' professional development, instructional practices, and productivity of ALS teachers?

VI. SUMMARY OF FINDINGS

After thorough analysis, the following findings were obtained:

1. The ALS teachers' professional development as a whole and in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes was to a "Very Great Extent" ($M=4.43, 4.44, 4.45$). When classified according to age, sex, educational attainment, position and status of employment, their extent of professional development was "Very Great".
2. The instructional practices of ALS teachers include incorporate real-life applications to make lessons more relevant (2.74); establish a positive and engaging learning environment ($M=2.68$) and encourage learners to take responsibility for their own learning progress ($M=2.69$).
3. The ALS teachers' level of productivity as a whole and in the areas of relevance to teaching-learning processes, instructional effectiveness, and learners' progress and outcomes was "Very High". When classified according to age, sex, educational attainment, position and status of employment, their level of productivity was also "Very High".
4. There were no significant differences in the ALS teachers' extent of professional development in the areas of learning instructional effectiveness, relevance of teaching, and learners' progress and outcomes when classified according to age ($p=0.646$), sex ($p=0.493$), educational attainment ($p=0.964$), position ($p=0.903$), and status of employment.
5. There were no significant differences in the ALS teachers' instructional practices in the areas of learning instructional effectiveness, relevance to teaching, and learners' progress and outcomes when they were classified according to age ($p=0.400$), sex ($p=0.392$), educational attainment ($p=0.621$), position ($p=0.413$), and status of employment ($p=0.612$).

6. There were no significant differences in the ALS teachers' level of productivity in the areas of learning instructional effectiveness, relevance of teaching, and learners' progress and outcomes when they were classified according to age ($p=0.567$), sex ($p=0.661$), educational attainment ($p=0.506$), position ($p=0.993$), and status of employment ($p=0.382$).

7. The ALS teachers' level of productivity, instructional practices, and professional development had a strong, positive, and significant correlation. There was a significant correlation between professional development and productivity ($\rho=0.824$, $p=0.000$) and instructional practices ($\rho=0.729$, $p=0.000$). Enhancement in professional development was strongly linked to better teaching practices and higher teacher productivity, as evidenced by the very strong and significant correlation between instructional practices and productivity ($\rho=0.819$, $p=0.000$).

VII. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The ALS teachers had availed of formal and informal courses that developed their individual's skills knowledge and expertise to the maximum. They attended courses, workshops or formal qualification through collaboration, coaching and mentoring.
2. All ALS teachers in the Schools Division of Antique consistently applied highly effective learner-centered instructional strategies. They demonstrated strong lesson planning skills, utilized varied and effective teaching methodologies, and facilitated meaningful learning experiences that significantly enhanced learners' progress and outcomes.
3. ALS teachers exhibited outstanding productivity. They consistently managed their workload efficiently, maximized instructional time, and utilized resources effectively to enhance learner engagement and academic success. Their ability to maintain high teaching standards and produce positive learning outcomes was evident.
4. The extent of ALS teachers' professional development of in the Schools Division of Antique is not dependent on their age, sex, educational attainment, position, and status of employment.
5. ALS teachers in the Schools Division of Antique, regardless of their characteristics, mostly practiced learner-centered instructional practices.

6. The level of productivity of ALS teachers in the Schools Division of Antique, is not determined by their age, sex, educational attainment, position, and status of employment.

7. When ALS teachers' professional development is to a very great extent, their instructional practices also improved, and their level of productivity also increases.

VIII. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were drawn:

1. DepEd officials are encouraged to promote inclusive and equitable professional development programs that address the needs of ALS teachers through capacity-building activities that are truly accessible and impactful. They should also develop to the ALS teachers the integration of innovative, research-based strategies anchored on the unique learning needs of their ALS learners.
2. Curriculum developers and ALS program implementers must develop training programs that align with the specific needs of the ALS teachers, particularly in areas where they showed room for growth, such as learner progress and instructional effectiveness. Best practices and creative approaches should be embedded in the curriculum for the ALS implementers to sustain high instructional quality and teacher productivity.
3. Policymakers, particularly in the field of education, should develop intervention programs and activities that support the ALS teachers' continuous growth and development as shown in the strong links among professional development, instructional practices, and productivity. Adequate resource must also be allocated to address persistent challenges in workload, instructional delivery, and classroom management.
4. School administrators, public schools district supervisors, and education program supervisors should use the findings of the study to develop professional development initiatives such as offering timely coaching, mentoring, and instructional support. They should provide consistent monitoring and evaluation of the performance of ALS teachers to ensure adherence to high standards and maximize the impact of available resources.
5. ALS teachers should seek actively for continuous learning opportunities to strengthen their instructional skills and productivity, being the frontliners of learner development. They are

encouraged to advocate for community support and generation of resources for them to manage their workload and deliver quality education.

6. The emphasis of the study on improved instruction and teaching quality promises more relevant, engaging, and learner-centered experiences to the ALS learners. They could stand to gain not only academic success but also skills that promote lifelong learning and adaptability from the guidance of well-supported and professionally equipped ALS teachers.

7. Future researchers can build upon this study by examining how specific professional development initiatives influence teaching effectiveness and learner outcomes in the perspective of the Alternative Learning System (ALS). Further studies should explore other factors that affect teaching quality, resource access, and the overall well-being of ALS teachers.

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