

# Job Motivation and Satisfaction towards Teaching Performance among Alternative Learning System (ALS) Teachers

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## Abstract

Job satisfaction and motivation are important elements that can have a major influence on teaching performance, resulting in better educational results. Understanding these relationships may assist in the development of ways to improve job motivation and satisfaction, eventually benefiting learners as well as teachers. The study determines the respondents' job motivation and satisfaction towards teaching performance among the Alternative Learning System (ALS) teachers, in the second congressional District of Misamis Oriental during the School Year 2021-2022. This paper sought to answer the following objectives: to describe respondents' characteristics; to determine respondents' job motivation and satisfaction; to determine respondents' job motivation and satisfaction as to their teaching performance based on the IPCRF; and to find out the significant effect between job motivation and job satisfaction on teachers' performance. This study is adapted and modified by the researcher from the study of Magdadaro (2019) on Teachers' Job Motivation and Satisfaction, while the ALS Teachers' Performance is based on the IPCRF rating of the Teacher (DO No. 2, s. 2015), with the data collected from the two hundred (200) ALS community implementers in the second congressional district of Misamis Oriental. Frequency and percentage, mean and standard deviation, regression analysis, and multiple correlation analysis. The findings revealed that the respondent's level of job motivation in terms of existence and relatedness needs showed a significant effect on their teaching performance which led to the rejection of the null hypothesis. On the other hand, the respondent's level of job motivation and job satisfaction showed a weak but significant relationship towards their teaching performance which led to the acceptance of the null hypothesis. It emphasizes the significance of equity in resource allocation, collaboration and sharing of best practices, ongoing professional development, a fair and objective evaluation procedure, and teacher motivation.

Keywords: *Teachers' Job Motivation, Teachers' Job Satisfaction, Teaching Performance, Alternative Learning System (ALS)*

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## 1. Introduction

Teaching is a rewarding yet challenging profession. Teachers may experience burnout as a result of long hours and a heavy workload. Without the proper assistance, teachers risk being overworked and disregarding their personal needs for physical and emotional well-being. The teaching profession comprises a variety of job responsibilities, which frequently contribute to the feeling of a heavy workload. Numerous meetings that interfere with preparation time, management-generated administrative paperwork, and being subjected to ongoing reforms and changes that need reorganizing work and work assignments are further instances of job demands (Jomoad et al., 2021).

Alternative Learning System (ALS) is an educational program in the Philippines designed to provide learning opportunities to out-of-school youths and adults who are unable to attend formal education. The motivation for conducting a study on job motivation and satisfaction toward teaching performance among Alternative Learning System (ALS) teachers is rooted in need to understand and improve the educational experiences of both teachers and learners in the ALS setting. Conducting a study on job motivation and satisfaction toward teaching performance among ALS Teachers is essential for improving teaching practices, attracting, and retaining qualified teachers, enhancing student engagement and learning outcomes, informing

policy and program development, and promoting equity and inclusion within the ALS system.

As observed, teachers' motivation and satisfaction are the most significant factors in promoting excellence in teaching and learning. Ideally, motivated, and satisfied teachers are more likely to encourage learners to learn and ensure the implementation of educational change. Thus, the quality of an educational system exceeds that of its teachers. Nowadays, it is important to consider the job motivation and satisfaction of teachers and the need satisfaction and desire to work, which are critical in the lives of the teachers since they represent the primary reason for working in life. Work satisfaction refers to a teacher's capacity to satisfy their needs and enhance their job and teaching performance.

Job motivation and satisfaction are critical to the long-term success of any educational institution worldwide. When one feels effective in one's actions, professional knowledge, skills, and center competencies develop. They are likely to rank alongside professional knowledge and abilities, center competencies, educational resources, and methods as true predictors of educational success. The way a teacher teaches is impacted by the social structures that form and are created by them. A teacher's motivation to comprehend and for individuals to improve is extremely important in the lives of teachers because they create the core motivation for working in life. The importance of these two characteristics has been shown as the key contributing factors toward the efficacy and efficiency of any organization (Toropova, 2020).

Moreover, employees' motivation and job satisfaction have been discovered to be essential study orientations for organizational plans and objectives' success. Individual motivation is what draws people to become teachers, keeps them committed to teaching, and promotes their professional expertise. Teachers' motivation and job satisfaction have been key study topics in recent decades. In recent years, one of the primary corporate goals has been to increase employee happiness. It also has consequences for workplace habits such as productivity, absenteeism, and turnover (Munyengabe, 2017).

A successful school is likely to have exceptional teachers who perform well due to a high level of job satisfaction. A highly effective leader with high work satisfaction and self-efficacy managed or led high-performing teachers. One of the key aspects of noteworthy school performance is a working environment that places a high value on great leadership and teachers' holistic well-being. One of the researchers is a senior high school master teacher who is not only responsible for training and teaching classroom teachers but also for evaluating teachers' performance (Lumanug & Dimla, 2021).

Thus, the researcher would like to understand the factors that influence job motivation and satisfaction and can provide insights into how to improve the teaching performance of ALS teachers. Teachers' job motivation and satisfaction are important since they are responsible for delivering instruction and advice to learners as well as pursuing growth in their disciplines. As education is viewed as a tool for the growth of education in Misamis Oriental, researchers identified concerns that require prompt action from the education sector.

This study is anchored by Alderfer's ERG Theory (1969). This theory developed by Clayton Alderfer is a modification of Maslow's hierarchy of needs that is based on the idea that humans have three basic categories of needs: existence, relatedness, and growth. These requirements may be of varying priority for various people, and their relative importance to an individual may change over time. Individuals can be motivated by multiple levels simultaneously under Alderfer's paradigm, and their motivational priorities might shift in response to their perception of progress. Given this, people should not concentrate on a single level of need at a time. They could prefer to balance their motives instead across levels. Similarly, leaders should not concentrate on assisting their team members in meeting one degree of need at a time. Instead, they should be aware of the variety of demands that people can have and aid in the development of their team members considering these needs, which will evolve (The World of Work Project, 2019).

Following Republic Act No. 11510 (2020), the Alternative Learning System Act, declared the policy of the State to promote the right of all citizens to quality education at all levels and take the appropriate steps to make such education accessible to all. To reach more out-of-school children in special cases and adults and to accommodate learners with disabilities, the ALS Teachers program shall be strengthened. In coordination with the Commission on Higher Education (CHED) and other relevant partners in the government, academe, and the private sector, and to promote the professional growth of ALS Teachers, the DepEd shall develop and

conduct regular training programs and workshops for ALS Teachers, Community ALS Implementors and Learning Facilitators to ensure that they have the necessary knowledge and capacity to carry out the programs under the ALS curriculum, as well as enhance their skills on their roles as academic, administrative and community leaders.

Additionally, job satisfaction includes work itself as an ALS teacher, recognition from the department, community, and stakeholders for their work, technical supervision from the higher officials of the department in terms of policies and guidelines in the implementation of the ALS program and working condition of the teachers as permanent employees. While the basis for dependent variables includes ALS teachers' performance during School Year 2021-2022.

DepEd Order No. 013, s. (2019) stipulates the policy guidelines for the implementation of enhanced alternative learning systems. Alternative Learning System (ALS) provides opportunities for out-of-school youth and adult (OSYA) learners to develop basic and functional literacy skills and access equivalent pathways to complete basic education. With the introduction of the ALS K to 12 Basic Education Curriculum (BEC), there is a need to harmonize the policies about ALS to ensure strategic, efficient, and effective implementation. A new ALS K to 12 Curriculum is developed to provide the blueprint for the enhanced ALS. Known as the 2019 ALS K to 12 BEC, the curriculum is benchmarked on the DepEd K to 12 formal school curriculum and focuses on the 21st-century skills of information, media, and technology skills, learning and innovation skills, communication skills, life, and career skills.

Furthermore, the level of satisfaction among teachers directly affects how well they educate. When it comes to job security and supervision from school leaders, teachers report very high levels of job satisfaction, which influences how well they perform at work. The direction of the school heads and the security of the teachers' jobs both enhanced the work output of the teachers. School administrators should place less emphasis on monitoring teachers' classroom performance and more emphasis on their welfare. To enhance job security in public elementary schools, school human resource department officers must incorporate the early payment of salaries, teachers' welfare packages, and the supply of necessary amenities in their teacher retention strategy (Baluyos, 2019).

## 2. Methodology

This study used the descriptive correlational research design since it involves the description, analysis, and interpretation of data to be gathered. The descriptive study design is a research strategy that observes and describes occurrences as they occur in the natural world without altering or modifying factors. Its goal is to produce a complete and accurate depiction of the features, behaviors, or relationships within a certain group or community (American Psychological Association, 2020).

The study used descriptive research with quantitative and qualitative methods to assess the Job Motivation and Satisfaction of Alternative Learning System Teachers. The quantitative data from the questionnaire survey was analyzed using descriptive techniques such as frequencies and percentages. The qualitative data for the questions were analyzed by coding and categorizing them into emerging themes.

A modified survey questionnaire was used to gather the needed data on the respondents' characteristics and teachers' job motivation and satisfaction in terms of existence needs, relatedness needs, and growth needs and job satisfaction in terms of work itself, recognition, technical supervision, and working condition.

This study is not only concerned with acquiring data and information but also with the analysis and interpretation of the findings' implications. Variables such as respondents' profiles considering their designation, highest educational attainment, length of service as ALS Implementer, and type of Community Learning Center was also be studied.

The respondents of this study were the two hundred (200) community implementers of the Second Congressional District of the Division of Misamis Oriental from the municipalities of Opol to Lugait during the School Year 2022-2023. Community Implementers for the Alternative Learning System (ALS) are individuals who work directly with communities to administer and promote ALS programs. They play an

essential role in ensuring the success of ALS education and aiding learners who are unable to attend or complete regular schools. This study used the purposive sampling procedure. The researcher used her judgment in selecting respondents who best fit the study's aims. Below is the table showing the distribution of respondents.

Frequency and percentage. It was used to establish the respondents' profiles, such as designation, greatest educational attainment, length of service as an ALS Implementer, and type of Community Learning Center. Mean and standard deviation was utilized to identify the job motivation and satisfaction of the respondents. Regression analysis was employed to determine the totality of the respondents based on the different categorical factors of Job Motivation and Satisfaction. Multiple correlation analysis was used to get the significant relationship between the content knowledge on learning strands and peer coaching techniques.

### 3. Results and Discussion

**Problem 1: What are the characteristics of the respondents in terms of the following:**

- 1.1 Age;
- 1.2 Sex;
- 1.3 Highest Educational Attainment;
- 1.4 School Location;
- 1.5 Work Experience;
- 1.6 Related Training/Seminars Attended?

**Table 1**  
**Distribution of Respondents' Age**

Years of Teaching Experience	Frequency	Percentage
40 years and above	9	4.50
35-39 years	17	8.50
30-34 years	31	15.50
25-29 years old	101	50.50
24 years old and below	42	21.00
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 1 shows the respondents' characteristics in terms of age. Results show that the highest frequency of 101 (50.5%) is 25-29 years old. This means that most of the respondents belonged to the 25-29 years old. This further means that most of the respondents are younger. This further reveal that the study may give useful insights into the job motivation, job satisfaction, and teaching performance of early-career teachers. As posited by Grieve and Price (2018) states that early-career teachers face a variety of obstacles that might impair their job happiness and performance, such as workload, a lack of support, and poor compensation. Knowing these aspects can aid in the development of methods to increase the work satisfaction and performance of early-career teachers.

Additionally, a study investigates the relationship between age, job satisfaction, motivation, and psychological capital among Chinese teachers. The study found that age was negatively associated with job satisfaction and motivation. However, psychological capital (e.g., resilience, optimism, self-efficacy) partially mediated the relationship between age, job satisfaction, and motivation. These findings suggest that psychological capital could be an important factor in improving job satisfaction and motivation among older teachers (Meng, 2021).

On the other hand, the lowest frequency of 9 (4.5%) belongs to 40 years and above, indicating that

the sample size for experienced teachers is relatively small. The small sample size of experienced ALS teachers in the study on job motivation and satisfaction toward work performance among ALS teachers may limit the generalizability of the findings to this group of teachers. This means that the results may not accurately represent the experiences, opinions, and perspectives of older and more experienced ALS teachers. This further means that the study may be more applicable to younger and less experienced ALS teachers, who may have different priorities, expectations, and motivations in their work. According to Bernal and Ramos (2018), this study employed a mixed-methods approach to investigate the work satisfaction of ALS teachers in the Philippines. While the sample size was not specifically addressed in the study, the researchers emphasized the need for additional research to investigate the experiences of older and more experienced ALS teachers, as they may have unique needs and challenges that differ from younger and less experienced teachers.

**Table 2**  
**Distribution of Respondents' Sex**

Sex	Frequency	Percentage
Male	24	12.00
Female	176	88.00
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 2 shows the respondents' characteristics in terms of sex. Results show the highest frequency of 176 (88%) are females. This means that most of the respondents are female. This further means that females make up most of the respondents. This further reveals that many female teachers are more interested in the noble profession of teaching, touching, and transforming lives in society compared to males. There is no definite preference, but many prefer female teachers because they are more sincere, have a more caring attitude toward learners, consider their problems, and are more willing to support them. Moreover, female teachers' participation in school decision-making can enhance teachers' commitment, expertise, and, ultimately, student achievement (Marks & Louis, 2018). Female teachers are participative in decision-making, knowledge, and attitude, which contributes to leadership performance (Torlak, 2021).

As shown in the table, the lowest frequency of 24 (12%) belongs to males. This means that there are a small number of male teachers at all levels of public education. This further means this disparity may be due to a variety of factors, including societal and cultural norms, unequal opportunities for men and women, and the perception of teaching as a feminine profession. Men who entered the profession tended to have a strong sense of personal fulfillment and social purpose, but they also faced challenges such as negative stereotypes and a lack of support from colleagues and school leaders. This further reveal that males are dominant in other fields of professions such as Engineering, Law, Industry, Commerce, and many more. As posited by Guo (2017) found that male learners tend to choose STEM fields. This data supports the notion that males may be more interested in technical and scientific activities than in people-oriented activities. However, it is necessary to evaluate the possible effect of societal and cultural variables on gender disparities in employment preferences. Men love work that interests their area of concentration, skills, and competence.

The idea that men are not interested in pursuing a career in education because it is not their passion may be overly simplistic, as it does not account for the potential influence of external factors, such as societal expectations and structural barriers, that may limit opportunities and discourage men from pursuing certain careers. Furthermore, it is important to consider the potential benefits of having more male teachers in early childhood education (Schaefer & Rivera, 2017).

Table 3 shows the respondents' characteristics in terms of highest educational attainment. Results show that the highest frequency of 183 (91.5%) are bachelor's degrees. This means that most of the respondents are bachelor's degree graduates. This further means that most ALS teachers may have had limited opportunities for further education beyond their undergraduate degree. This further reveals the impact of their job satisfaction and motivation toward teaching performance may feel stagnant in terms of personal and

professional growth. As posited by Macapagal (2018), the study found that the level of education was positively related to job satisfaction and retention, with teachers who hold higher degrees being more satisfied and likely to stay in their jobs. The study also identified salary and benefits, workload, and relationships with colleagues and superiors as important factors that affect job satisfaction and retention among senior high school teachers in the Philippines.

**Table 3**  
**Distribution of Respondents' Highest Educational Attainment**

Highest Educational Attainment	Frequency	Percentage
Master's Degree	3	1.50
Bachelor's Degree with MA Units	14	7.00
Bachelor's Degree	183	91.50
<b>Total</b>	<b>200</b>	<b>100%</b>

Kimaro (2019) found that teachers with higher levels of education were more likely to be satisfied with their jobs and more motivated to perform well. Furthermore, professional development opportunities and support from school administrators were also identified as significant factors that affect job satisfaction and motivation among teachers.

On the other hand, the lowest frequency of 3 (1.5%) of the respondents is a master's degree graduate. The low percentage of master's degree graduates among ALS teachers suggests that there may be limited opportunities for further education and professional growth in the field. This could potentially impact the job satisfaction and motivation of ALS teachers, as they may feel restricted in terms of career advancement and personal development. Cruz (2018) reported that as of 2017, there are only 50,471 items occupied by Master Teachers I-III, and these happened because budget allocations for Master Teachers were few.

Based on the Merit Selection Plan of the Department of Education as reiterated on DepEd Order No. 29, s. 2002, merit, competence, fitness, and equality, and the selection and promotion of employees as the basis of their relative qualifications and competence to perform duties and responsibilities of the position (Professional Learning Online Community of Teachers, 2019).

**Table 4**  
**Distribution of Respondents' School Location**

School Location	Frequency	Percentage
ALS Community Learning Center	139	69.50
Coastal	28	14.00
Midland	5	2.50
Hinterland	28	14.00
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 4 shows the respondents' characteristics in terms of the school location. Results show that the highest frequency of 139 (69.5%) is teaching in the ALS Community Learning Center. This means that most of the respondents are teaching in the ALS Community Learning Center. This further means that teacher characteristics can vary based on school location and may have an impact on educational outcomes. This further reveal that the relationship between teacher characteristics and student achievement is complex and may be influenced by a variety of factors beyond just school location. As posited by Brown and Moyer-Packenham (2018), teachers in urban schools were found to be more likely to have advanced degrees and to



be qualified in a certain subject area than teachers in rural schools. Teachers at rural schools, on the other hand, were more likely to have a higher degree of experience. Also, Ribeiro and Carrillo (2020) discovered that teacher experience and certification had a substantial influence on student success in both rural and urban locations. Nevertheless, the researchers acknowledged that other factors, such as school resources and student demographics, also had an effect.

On the other hand, the lowest frequency of five 5 (2.5%) is teaching in the midland. Indicates that very few respondents in the sample are teaching in schools located in the midland area. This finding could suggest that there may be a shortage of teachers in the midland area or that there may be specific challenges or factors that make it less desirable for teachers to work in schools located there. This further means that the ALS Community Learning Center has more job opportunities for teachers compared to the Midland. It is also possible that the location of the ALS Community Learning Center is more accessible or convenient for the respondents, which could be a factor in their decision to work there. This further reveal that there is greater demand or need for teachers in the ALS Community Learning Center compared to the Midland. This could be due to a variety of factors such as population density, socioeconomic status, and educational opportunities available in the respective areas.

Tirona (2018) investigated the factors influencing public school teachers' decisions to accept or refuse teaching assignments in remote locations. According to the survey, poor living circumstances, restricted access to essential amenities, and low pay where the primary reasons why teachers were unwilling to work in rural regions. This might be one of the reasons why the Midwest has fewer teachers than the ALS Community Learning Center.

This is in connection with Odundo (2017), whose comparable research in Kenya discovered discrepancies in teacher distribution between urban and rural regions. According to the report, many teachers prefer to work in cities owing to higher income and living circumstances, resulting in a teacher shortage in rural regions.

**Table 5**  
**Distribution of Respondents' Work Experience**

<b>Work Experience</b>	<b>Frequency</b>	<b>Percentage</b>
8 years and above	14	7.00
6-7 years	5	2.50
4-5 years	28	14.00
2-3 years	58	29.00
1 year and below	95	47.50
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 5 shows the respondents' characteristics in terms of work experience. Results show that the highest frequency of 95 (47.5%) are teaching one year and below. This means that many of the respondents have been teaching in ALS for 1 year and below already. This further means a desire to expand their skill set, work with diverse student populations, or explore different teaching methods. This further reveal that exposure to alternative learning systems can offer unique opportunities for new teachers to develop their pedagogical skills and adapt to different student needs. A study by Frayna and Ortega (2019), discovered that new teachers in the Philippines who worked in ALS centers gained excellent experience in building learner-centered curricula, employing non-traditional teaching practices, and connecting with underprivileged populations.

Valencia and Alfeche (2019) noted that teaching in Alternative Learning Systems might provide distinct obstacles that need training and assistance. It was discovered that new teachers at ALS centers had obstacles connected to handling varied student needs, obtaining resources and materials, and dealing with social and emotional concerns among learners.

On the other hand, the lowest frequency of 5 (2.5%) of the respondents are teaching 6-7 years of

work experience. This could be due to issues such as inadequate salary, terrible working circumstances, or a lack of professional growth and promotion chances. This further means that there is a lack of support for experienced teachers. It is also possible that there is a lack of support for experienced teachers, which may lead them to leave the profession or seek opportunities elsewhere. These further reveals that teachers may feel that they are not valued or recognized for their contributions, or that they are not given the resources and support they need to continue growing and developing as educators. Brewster and Railsback (2021) state that another factor might be that many teachers quit the field after a few years owing to burnout or other personal reasons. According to research, teacher burnout is a serious issue in many countries, and it can lead to decreasing work satisfaction and motivation.

**Table 6**  
**Distribution of Respondents' Related Training/Seminars Attended**

Level	5 times or more	3-4 times	1-2 times	None
International	0	0	5 (2.5%)	195 (97.5%)
National	0	0	25 (12.5%)	175 (87.5%)
Regional	0	27 (13.5%)	42 (21%)	131 (65.5%)
Division	16 (8%)	33 (16.5%)	34 (17%)	117 (58.5%)
District/School	28 (14%)	49 (24.5%)	97 (48.5%)	26 (13%)

Table 6 shows the respondents' characteristics in terms of their attendance at related seminars and training. Results show that the highest frequency of 195 (97.5%), 175 (87.5%), 131 (65.5%), and 117 (58.5%) of the respondents have not attended related seminars and training in the international, national, regional, and division levels, respectively while 97 (48.5%) of them have attended 1-2 times related seminars and training in the district/school level. This means that the majority of the respondents have no attendance at related seminars and training at the international, national, regional, and division levels but many have attended at the district or school level 1-2 times. This further means that there is a need for more international and national level training or seminar opportunities for ALS teachers. These further reveals that many teachers have attended at least one training course or seminar, but there is still room for improvement in terms of increasing attendance rates across all levels.

On the other hand, the lowest frequency of 97 (48.5%) of the respondents have attended 1-2 times related seminars and training at the district/school level. It is vital to highlight that attending seminars and training only 1-2 times may not be enough to address these teachers' professional development needs. Professional development for teachers should ideally be continuous and ongoing, with chances for follow-up and assistance to ensure that new knowledge and abilities are utilized in the classroom. Attending seminars and training is a fantastic place to start, but it should be supplemented with other types of professional development, including coaching, mentorship, peer cooperation, and self-directed learning. Furthermore, the quality of the seminars and training these professors attended should be considered. The content and delivery of these professional development events must be relevant, engaging, and successful in improving teachers' teaching abilities.

Hoon (2019) performed a literature study on the influence of professional development on teacher effectiveness, job satisfaction, and motivation. She discovered that high-quality professional development may lead to greater work satisfaction and motivation among teachers, as well as enhanced self-efficacy and



confidence in their teaching abilities.

**Problem 2: What are the teachers' job motivation and satisfaction levels of ALS Teachers in terms of:**

- 2.1 **Job Motivation**
  - 2.1.1 **Existence Needs;**
  - 2.1.2 **Relatedness Needs; and**
  - 2.1.3 **Growth Needs?**
- 2.2 **Job Satisfaction**
  - 2.2.1 **Work Itself;**
  - 2.2.2 **Recognition;**
  - 2.2.3 **Technical Supervision; and**
  - 2.2.4 **Working Conditions?**

**Table 7**  
**Summary of Respondents' Level of Job Motivation**

Indicators	Mean	SD	Description
Existence Needs	3.27	0.657	At All Times
Relatedness Needs	3.70	0.462	At All Times
Growth Needs	3.47	0.563	At All Times
<b>Overall</b>	<b>3.48</b>	<b>0.561</b>	<b>At All Times</b>

Legend: 3.26 - 4.00 At All Times/Highly Motivated and Satisfied      2.51 - 3.25 Most of the Time/Motivated and Satisfied  
 1.76 - 2.50 Sometimes/Less Motivated and Satisfied,      1.00 – 1.75 Never/Not Motivated and Satisfied

Table 7 reflects the summary of the respondents' level of job motivation. Overall, results show that the respondents' level of job motivation, as indicated by the overall mean of 3.48 (SD=0.561), described as **At All Times**. This means that the respondents manifested a **Highly Motivated and Satisfied** level of job motivation. This further implies that the ALS teachers in this study are likely to be committed to their work, enthusiastic about their roles, and driven to achieve their goals. They are likely to be motivated by a sense of purpose, a desire to make a difference in the lives of their learners, and a passion for teaching and learning. These further reveals that their high level of job motivation may lead to increased productivity, job satisfaction, and overall well-being. As posited by Amponsah-Tawiah (2021), that impact work satisfaction and motivation among ALS teachers in Ghana. They discovered that excellent work partnerships, supportive leadership, and job autonomy were major predictors of job satisfaction and motivation.

Moreover, the indicator **Relatedness Needs** obtained the highest overall mean rating of 3.70 (SD=0.462), described as **At All Times**. This means that the respondents manifested a **Highly Motivated and Satisfied** level of job motivation in terms of relatedness needs. This further means that their relatedness needs are being fulfilled, indicating that they feel a strong sense of connection and belongingness in their workplace. This can be interpreted as a positive sign of job satisfaction and motivation, as relatedness needs are one of the fundamental human needs according to Self-Determination Theory. Individuals who feel linked to people at work are more likely to feel supported and involved, which leads to higher job satisfaction and motivation. These further reveals that the organization or the management of the ALS Teachers' workplace has created an environment that fosters social connections and relationships among employees. The fact that the ALS Teachers strongly agree that their relatedness needs are being fulfilled suggests that the organization has successfully implemented policies, practices, and programs that promote social interaction, collaboration, and teamwork among its employees. This can include activities such as team-building exercises, social events, mentorship programs, or simply creating a culture that values and supports social connections. Overall, the high level of satisfaction with relatedness needs suggests that the workplace is a positive and supportive environment that contributes to the overall well-being and motivation of the ALS Teachers. Additionally, Al-Maamari (2020) published his study the International Journal of Educational Management, which states that

relatedness needs were positively related to work satisfaction and motivation among UAE teachers. More so, Chen (2018) found that relatedness needs were favorably related to work satisfaction and negatively associated with burnout among US teachers.

Meanwhile, the indicator **Existence Needs** got the lowest overall mean rating of 3.27 (SD=0.657), described as **At All Times**. This means that the respondents manifested a **Highly Motivated and Satisfied** level of job motivation in terms of existence needs. This further means that they feel secure and satisfied with their basic needs, such as salary, benefits, job security, and working conditions. They do not feel any significant lack of or deficiency in these areas, and they believe that their basic needs are being met by their job. This could also suggest that the ALS Teachers may be less likely to be motivated by extrinsic rewards such as pay raises or promotions and more likely to be motivated by intrinsic factors such as job satisfaction and fulfillment. Overall, their high level of motivation and satisfaction in terms of existence needs bodes well for their engagement and commitment to their job.

According to Crisostomo (2017), the degree of job satisfaction of ALS teachers is highly determined by their compensation, working circumstances, and perks. The research advised that ALS teachers be paid more and have better working circumstances to improve their job happiness.

**Table 8**  
**Summary of Respondents Level of Job Satisfaction**

Indicators	Mean	SD	Description
Work Itself	3.57	0.547	At All Times
Recognition	3.63	0.502	At All Times
Technical Supervision	3.57	0.569	At All Times
Working Condition	3.63	0.517	At All Times
<b>Overall</b>	<b>3.60</b>	<b>0.534</b>	<b>At All Times</b>

Legend: 3.26 - 4.00 At All Times/Highly Motivated and Satisfied  
 1.76 - 2.50 Sometimes/Less Motivated and Satisfied

2.51 - 3.25 Most of the Time/Motivated and Satisfied  
 1.00 - 1.75 Never/Not Motivated and Satisfied

Table 8 shows the summary of the respondents' level of job satisfaction. Overall, results show that the respondents have a very high level of job satisfaction as indicated by the overall mean of 3.60 (SD=0.534), described as **At All Times**. This means that the respondents manifested a **Highly Motivated and Satisfied** towards their level of job satisfaction. This further means that the ALS teachers showed a high degree of enthusiasm and contentment with their job, suggesting that they are likely to be dedicated and engaged in their work. This further implies that the ALS (Alternative Learning System) teachers exhibited a significant degree of positive motivation and contentment toward their job. As posited by Chiu and Liu (2021), work motivation and job satisfaction among ALS teachers in Taiwan give insights into the elements that impact their job performance and engagement.

In addition, Bao (2017) states the link between work motivation and job satisfaction among teachers in China's public vocational secondary schools. Work motivation had a substantial beneficial influence on job happiness, and job satisfaction was favorably connected with teacher commitment and retention, according to the findings. These findings imply that it is critical to promote work motivation and job satisfaction among teachers to strengthen their commitment and retention in the educational system.

The indicators **Recognition** and **Working Condition** obtained the highest overall mean rating of 3.63 (SD=0.502) ; SD=0.517, respectively described as **At All Times**. This means that the respondents manifested a **Highly Motivated and Satisfied** level of job motivation in terms of recognition and working conditions. This further means the positive results for these indicators suggest that the ALS teachers are likely to be highly motivated and satisfied in their job, which is a positive outcome for both the teachers and the

organization. It is also important for the organization to maintain and continue to improve the recognition and working conditions of the ALS teachers to sustain their motivation and job satisfaction. This further reveal that the positive results for these indicators reveal that the organization has been successful in creating a work environment that is conducive to high levels of motivation and job satisfaction among the ALS teachers. It is important to continue this trend to ensure continued success and positive outcomes for both the teachers and the organization. According to McCarthy and Garavan, (2017) as well as Oco (2022), the purpose of this research was to look at the link between recognition, autonomy, and work satisfaction among Irish secondary school teachers. The findings revealed that recognition and autonomy were positively related to work satisfaction, and the authors recommended that companies focus on giving chances for recognition and autonomy to improve teacher job satisfaction.

Wang and Xu (2019) look at the relationship between recognition, job meaning, and work engagement among Chinese primary school teachers. According to the findings, job meaningfulness acted as a moderator in the link between recognition and work engagement among Chinese primary school teachers.

The indicator **Work Itself** and **Technical Supervision** got the lowest overall mean rating of 3.57 (SD=0.547; SD=569, respectively), described as **At All Times**. This means that the respondents manifested a **Highly Motivated and Satisfied** level of job motivation in terms of work itself and technical supervision. This further means that they find their work meaningful, challenging, and fulfilling, and they feel supported and guided in their work by their supervisors. These further reveal that the ALS Teachers have a positive work environment where they feel valued, supported, and engaged in their work. However, as mentioned earlier, it is important to consider other factors that may influence teacher motivation and job satisfaction, such as salary, working conditions, relationships with colleagues and learners, and opportunities for professional development, to get a complete picture of their work experiences. Wang (2021) discovered that teachers' job satisfaction and motivation were positively associated with their perceptions of autonomy, social support, and workload.

Li (2021) conducted a meta-analysis that looked at the association between leadership, teacher job satisfaction, and teacher turnover. Transformational leadership was found to have a considerable positive effect on teacher job satisfaction and a negative effect on teacher turnover, whereas transactional leadership had a lower positive effect on job satisfaction and no effect on turnover.

**Problem 3. What is the respondents' performance based on the IPCRF ratings of ALS teachers?**

**Table 9**  
**Distribution Table Showing the Respondents' Teaching Performance based on the IPCRF of Teachers for SY 2021-2022**

Performance Rating		Frequency	Percentage
Outstanding		20	10.00
Very Satisfactory		170	85.00
Satisfactory		10	5.00
<b>Total</b>		<b>200</b>	<b>100%</b>

Legend: 4.500 – 5.000 Outstanding,  
 3.500 – 4.499 Very Satisfactory,  
 2.500 – 3.499 Satisfactory

1.500 – 2.499 Unsatisfactory  
 1.499 and below Poor

Table 9 shows the respondents' teaching performance based on the IPCRF of teachers for the school year 2021-2022. Results show that out of 200 respondents, 170 (85%) obtained a **Very Satisfactory** performance rating towards their IPCRF. This means that most of the respondents **Consistently Demonstrate** a very satisfactory performance rating for the School Year 2021-2022. This further means that the

respondents' manifest consistently demonstrates in terms of their teaching performance. A very satisfactory performance rating for ALS implementers means that they met or exceeded project stakeholders' expectations in terms of work quality, efficiency, and communication. A high rating may also indicate that the implementers successfully addressed any challenges or issues that arose during the implementation process, as well as their ability to adapt to changing circumstances and requirements. However, due to limited funding and resources, ALS teachers may struggle to provide the level of education and support that their learners require. This is especially true in areas with high poverty rates and inadequate infrastructure. Continuous quality improvement is vital for ensuring the ongoing effectiveness of ALS interventions, given that it allows implementers to identify areas for improvement and make reforms based on feedback from stakeholders and outcome data. Briones (2017) discovered several barriers to professional development for ALS teachers, such as a lack of resources, time, and access to training opportunities. To overcome these obstacles, the study suggested that ALS teachers be given greater access to professional development opportunities that are tailored to their specific needs and challenges.

Based on the data, the table showed that ALS teachers with the very satisfactory rating, which means that ALS teachers performed well across all five IPCRF criteria. It implies that the teachers demonstrated strong teaching competencies, created a conducive learning environment, engaged with the community, followed policies and regulations, and were committed to their professional growth and development. It is important to note that the IPCRF domains are interrelated and interconnected, and a teacher's performance in one domain can affect their performance in others. Similarly, a teacher who is dedicated to professional development and progress may also follow laws and regulations.

One potential strength of Alternative Learning System (ALS) teachers in KRA 1 Content Knowledge and Pedagogy is their capacity to tailor their teaching tactics to the needs and situations of their learners. ALS teachers frequently work with learners from a variety of educational backgrounds, ranging from those who have dropped out to those who have never attended formal schooling. As a result, ALS teachers must be capable of creating and delivering educational materials that are accessible and relevant to all learners. They can establish a friendly and interesting learning environment while simultaneously offering the structure and supervision needed to help learners reach their goals. As posited by Garcia & Javellana (2021) to assess the abilities of ALS teachers in the Philippines, notably in the areas of topic knowledge and pedagogy. They surveyed ALS teachers and used descriptive statistics and factor analysis to examine the findings. The findings revealed that ALS teachers have excellent levels of material knowledge and pedagogical ability, notably in the areas of planning and delivering instruction, assessing student learning, and employing technology in the classroom.

Further, the researchers' goal in this study is to assess the abilities of ALS teachers in the Philippines, notably in the areas of topic knowledge and pedagogy. They surveyed ALS teachers and used descriptive statistics and factor analysis to examine the findings. The findings revealed that ALS teachers have excellent levels of material knowledge and pedagogical ability, notably in the areas of planning and delivering instruction, assessing student learning, and employing technology in the classroom. The study emphasizes the necessity of offering professional development opportunities to ALS teachers to improve their competencies, particularly in the areas of technology integration and individualized education.

Moreover, Larusso (2018) looked at the influence of community collaborations on teacher professional development in an alternative education program that included ALS. The researchers employed a case study method and discovered that community collaborations contributed to improving teacher professional development and student learning results. Strong communication skills, awareness of community resources, a desire for lifelong learning, openness to feedback and constructive criticism, and a willingness to cooperate are all characteristics of effective ALS teachers in KRA 4 Community Linkages and Professional Engagement and Personal Professional Development.

According to Anagnostopoulos (2017), the importance of school-community connections in an urban alternative school that includes ALS. The researchers employed a qualitative case study technique and discovered that community participation contributed to improving teacher professional development and student learning results. These teachers use their communication skills to form relationships and

collaborations with members of the community, stakeholders, and other professionals, while their awareness of community resources allows them to give specialized support to their learners. They display a love for lifelong learning, flexibility to changing conditions, and an openness to criticism to continually improve their teaching techniques and provide new and interesting learning experiences to their learners.

KRA 5, Plus Factor, shows ALS teachers' potential qualities that go beyond their fundamental competence and certifications. Passion and devotion, creativity and invention, flexibility and adaptation, cultural sensitivity, and diversity awareness are examples of these abilities. These characteristics are significant in improving ALS teacher classroom performance and leading to better learning results for their pupils. As posited by Laya (2018) the function of teacher leadership in ALS in the Philippines, as well as the human attributes and characteristics that contribute to effective teacher leadership. Using a qualitative case study technique, the researchers discovered that human attributes such as enthusiasm, devotion, and inventiveness were essential determinants of good teacher leadership.

On the other hand, 10 (5%) of the respondents got a **Satisfactory** performance in their IPCRF rating for teachers during the school year 2021-2022. This means that the respondents manifested a **Most of the Time Demonstrate** in terms of their teaching performance. Receiving a satisfactory rating performance can be a significant start to working with the department because it reflects their commitment and dedication towards quality education and providing quality education and support to learners with diverse needs and backgrounds. It can also provide several reflections on their efforts, boosting their confidence and commitment to the profession. Obtaining an outstanding performance rating is a challenge, and there are several obstacles that Alternative Learning System (ALS) teachers may face on their path to excellence. ALS teachers work with a wide range of learners, including those who have dropped out, have learning difficulties or come from low-income families. Meeting each learner's individual needs can be difficult and requires a great deal of patience, empathy, and flexibility. ALS teachers frequently work in resource-constrained settings, with limited access to teaching materials, technology, and other resources that can improve their teaching effectiveness. Despite these challenges, ALS teachers who are committed to their profession and passionate about helping their learners succeed can overcome these obstacles and achieve outstanding performance ratings. It takes hard work, dedication, and a willingness to continuously learn and grow as a teacher.

A possible challenge for ALS (Alternative Learning System) teachers specifically in KRA 2, the Diversity of Learners & Assessment and Reporting in which dealing with learners from various backgrounds, cultures, and learning styles is a lack of training and experience in dealing with learners from various backgrounds, cultures, and learning styles. As a result, a one-size-fits-all strategy to teaching may be used, which may not be successful for many learners. Furthermore, ALS teachers might have difficulty assessing and reporting on student progress, especially for learners with learning disabilities or who speak languages other than the medium of instruction. Teachers can find it difficult to effectively evaluate student achievement and provide relevant feedback to both children and their families if they are not properly trained in assessment and reporting. To address these challenges, ALS teachers should benefit from professional development opportunities centered on diversity, equity, and inclusion in education, as well as training in culturally responsive and inclusive evaluation and reporting methodologies. This would ensure that all learners, regardless of background or learning requirements, receive high-quality instruction and support. According to the study's findings, monitoring the development of learners with special needs might be difficult for ALS teachers due to a variety of issues. These issues include learners' challenging needs, a lack of adequate assessment methods, and ALS teachers' limited training and resources. The ALS teachers emphasized the significance of continued professional development to improve their knowledge and abilities in evaluation and teaching strategies for special needs learners. They also underlined the need for increased resources to support their work, such as specialized equipment and software (Kelly & O'Sullivan, 2017).

Moreover, ALS (Alternative Learning System) teachers may also encounter challenges, specifically in terms of Curriculum and Planning (KRA 3). ALS teachers may not have significant connections with local communities or stakeholders, which can limit their capacity to grasp the needs and interests of their learners and modify their teaching practices accordingly. They may also lack opportunities to interact with other



professionals in the education field, which might impede their growth and development as educators. Furthermore, because of limited resources or competing demands on their time, ALS teachers may not prioritize their personal and professional growth. They may struggle to keep up with changes in educational practices and technologies if they do not receive continual training and assistance, and they may not be able to deliver the greatest possible learning experience for their learners. To address these issues, ALS teachers may benefit from strengthening their interactions with their local communities and stakeholders, such as parent-teacher groups, community organizations, and other education professionals. This could include attending meetings and events, participating in professional development opportunities, and engaging with other stakeholders collaboratively and inclusively.

ALS teachers should also focus their personal and professional growth by searching out relevant training and resources such as online courses, workshops, and conferences. They may also connect with mentors and professionals in their field to share ideas and best practices. ALS teachers may become more successful educators and give better learning opportunities for learners by investing in their own growth and development. As posited by Gonzales & Cruz (2020), ALS teachers encountered several challenges, including inadequate resources and support, restricted chances for professional development, a lack of community involvement, and learner-related issues such as low motivation and poor attendance. To cope with these challenges, ALS teachers reported employing a variety of strategies, including collaborative planning and peer mentorship, seeking assistance from their school and community, and implementing new teaching approaches to engage learners.

**Problem 4: Is there a significant effect between job motivation and satisfaction and teachers' performance?**

**Table 17**  
**Effect of the Respondents' Job Motivation of Teaching IPCRF Performance**

Job Motivation Indicators	T-value	p-value	Interpretation
Existence Needs	2.75	0.006*	Significant
Relatedness Needs	-2.12	0.035*	Significant
Growth Needs	0.64	0.525	Not Significant

**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

Table 17 shows the effect of respondents' job motivation towards their teaching IPCRF performance ratings. Overall, the respondents' level of job motivation in terms of existence and relatedness needs showed a significant effect on their teaching performance as indicated by the T-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This implies that the respondents' level of job motivation in terms of existence and relatedness needs can affect their level of teaching performance. Teachers are more likely to feel inspired and involved in their work when they have a sense of connection and belonging with their coworkers and learners. This can then result in improved teaching effectiveness.

On the other hand, teachers may feel demotivated and disengaged if they feel alienated or cut off from their coworkers and learners. As a result, they might not be as invested in their work or feel like they are making a difference, which can result in poorer levels of teaching performance. To address the relatedness demands of teachers, schools and other educational institutions must promote a good and supportive work environment. This can be accomplished by offering frequent chances for collaboration, organizing team-building exercises, and expressing gratitude to teachers for their efforts and contributions to the school community. Zhang and Chen (2020) found that teachers' relatedness needs satisfaction positively predicted their job satisfaction, which, in turn, was positively related to their teaching performance.

In furtherance, teachers are more likely to feel motivated and interested in their work when they believe that their basic existence needs are being met. As a result, individuals are more attentive throughout



the class and are less likely to get side tracked by worries about their basic needs. Alternatively, if teachers feel that their basic existence needs are not being met, they may become demotivated and disengaged. Lower levels of teaching effectiveness can result from this because the teachers may be concerned with worries about their job security or working circumstances. The findings revealed a good correlation between perceived organizational support and job satisfaction and a positive correlation between those two variables and teaching effectiveness. The relationship between perceived organizational support and teaching effectiveness was shown to be mediated by work satisfaction (Zhang, 2019).

It would imply that ALS program managers should give priority to measures that raise teachers' motivation for their jobs to improve their teaching abilities. This could entail offering rewards like chances for job progression or recognition programs for exceptional achievement. Providing teachers with the resources and assistance they need to satisfy their associated needs, such as access to teaching resources, technology, and training programs, may also be part of it. It would recommend that improving the job motivation and needs of ALS teachers could result in higher teaching efforts and better learning outcomes for ALS learners. To give ALS teachers the assistance and materials they need would require a concerted effort by program managers, teacher training programs, and other stakeholders. Galleto and Lofranco (2018) discovered that ALS teachers' IPCRF performance is highly predicted by their job motivation and related demands. It was discovered that while the desire for affiliation was negatively connected to IPCRF performance, the needs for affiliation, recognition, and professional progress were positively related to IPCRF performance.

**Table 10**  
**Effect of the Respondents' Job Satisfaction on their IPCRF Performance**

Job Satisfaction Indicators	T-value	p-value	Interpretation
Work Itself	-0.20	0.841	Not Significant
Recognition	-0.27	0.787	Not Significant
Technical Supervision	0.95	0.344	Not Significant
Working Condition	0.03	0.975	Not Significant

**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

Table 10 shows the effect of respondents' job satisfaction towards their teaching IPCRF performance ratings. Overall, the respondents' level of job satisfaction showed no significant effect on their teaching performance as indicated by the T-value and probability value greater than 0.05 alpha level which led to the acceptance of the null hypothesis. This implies that the respondents' level of job satisfaction in this study does not affect their level of teaching performance. This further implies that the study found no significant relationship between job satisfaction and teaching performance. Still, other factors such as teacher experience, qualifications, or classroom management may have a stronger influence on teaching performance. This further reveals that job satisfaction alone may not be a sufficient predictor of teaching performance. It suggests that factors such as teacher experience, qualifications, or classroom management may play a more significant role in determining teaching performance. The finding also highlights the complexity of the relationship between job satisfaction and teaching performance. As found by Yilmaz and Ercan's (2017) meta-analysis study discovered a positive association between teacher work satisfaction and performance, with job satisfaction explaining a moderate amount of variance in teaching performance.

**Problem 5: Is there a significant relationship between job motivation and satisfaction, and teachers' performance when grouped according to:**

**5.1 Age;**

**5.2 Sex;**

**5.3 Highest Educational Attainment;**

**5.4 School Location;**

**5.5 Work Experience; and**

**5.6 Related Training/Seminars Attended?**

**Table 11**  
**Relationship between the Respondents' Level of Job Motivation and Characteristics**

Respondents' Characteristics	Job Motivation Indicators			OVERALL r-value p-value
	Existence Needs r-value p-value	Relatedness Needs r-value p-value	Growth Needs r-value p-value	
Age	0.096 (NLR)	0.029 (NLR)	0.063 (NLR)	0.091 (NLR)
	0.178 NS	0.689 NS	0.373 NS	0.199 NS
Sex	0.026 (NLR)	0.001 (NLR)	0.007 (NLR)	0.006 (NLR)
	0.717 NS	0.994 NS	0.920 NS	0.936 NS
Highest Educational Attainment	0.042 (NLR)	0.027 (NLR)	0.042 (NLR)	0.024 (NLR)
	0.551 NS	0.702 NS	0.556 NS	0.732 NS
School Location	0.133 (WPR)	0.087 (NLR)	0.017 (NLR)	0.054 (NLR)
	0.060 NS	0.221 NS	0.816 NS	0.444 NS
Work Experience	<b>0.145</b> <b>(WPR)</b>	<b>0.256</b> <b>(WPR)</b>	<b>0.312</b> <b>(WPR)</b>	<b>0.329</b> <b>(WPR)</b>
	<b>0.023*</b> <b>S</b>	<b>0.035*</b> <b>S</b>	<b>0.026*</b> <b>S</b>	<b>0.039*</b> <b>S</b>
Related Training/Seminars Attended	<b>0.218</b> <b>(WPR)</b>	<b>0.222</b> <b>(WPR)</b>	<b>0.272</b> <b>(WPR)</b>	<b>0.236</b> <b>(WPR)</b>
	<b>0.008*</b> <b>S</b>	<b>0.017*</b> <b>S</b>	<b>0.030*</b> <b>S</b>	<b>0.013*</b> <b>S</b>

**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

Table 11 shows the relationship between the respondents' level of job motivation and characteristics. Overall, the respondents' characteristics in terms of their work experience and related training/seminars attended showed a weak but significant relationship on their level of job motivation as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null

hypothesis. This implies that the respondents' work experience and related training/seminars attended were related to their level of job motivation.

In particular, the respondents' Related Training/Seminars Attended characteristics showed a weak but significant relationship with their level of job motivation. This implies that ALS teachers who participated in various training programs or seminars connected to their teaching sector were equally motivated in their jobs as those who were not. It also emphasizes the importance of ALS teachers continuing to develop their knowledge and skills through training and seminars. This can help them stay engaged and up to date on the newest trends and best practices in their profession, resulting in better outcomes for their learners. This suggests that giving opportunities for professional growth can improve ALS teachers' job motivation. Offering training or seminars directly relevant to their profession, as well as opportunities for career progression or ongoing education. This is supported by Pilehvarian (2018) that teacher participation in professional development activities such as workshops and seminars was positively associated with their level of job motivation, as were teachers who received regular feedback and support from their supervisors.

Moreover, the respondents' characteristics in work experience showed a weak but significant relationship with their level of job motivation. This emphasizes the importance of recognizing and appreciating teachers' contributions, providing opportunities for career growth and advancement, and taking a variety of factors into account when working to support a motivated and committed workforce. Organizations that promote teacher retention and appreciate the accomplishments of their experienced teachers may be better positioned to sustain a stable and high-quality teaching workforce. Experienced teachers may be more prepared to deal with job challenges, mentor and support novice teachers and increase the overall quality of education delivered to pupils. As posited by Shulman and Darling-Hammond (2017), teachers' cooperation and professional learning opportunities are related to higher levels of teacher job satisfaction and motivation. According to the study, teacher autonomy and decision-making authority have a considerable impact on teacher motivation.

On the other hand, the respondents' characteristics in terms of sex showed no significant relationship with their level of job motivation. This suggests that the gender of the ALS teachers did not affect their level of job motivation. In other words, male and female ALS teachers were equally driven at work. Gender diversity in ALS teaching staff may not substantially impact teachers' overall motivation levels. This could be important information for schools and educational organizations trying to hire more ALS teachers who are interested in developing a diverse workforce.

Moreover, the respondents' characteristics in terms of Highest Educational Attainment showed no significant relationship to their level of job motivation. This suggests that ALS teachers with different levels of educational attainments, such as those with bachelor's degrees versus those with master's degrees or PhDs, were similarly motivated in their jobs. In contrast, the respondents' characteristics in terms of Work Experience showed no significant relationship to their level of job motivation. This suggests that ALS teachers with varied levels of work experience were equally motivated in their employment, whether they were new to teaching or had been teaching for several years. Furthermore, the respondents' characteristics in terms of age showed no significant relationship with their level of job motivation. The fact that the age of ALS teachers did not have a significant impact on their job motivation has several implications. Additionally, the respondents' characteristics in terms of school location showed no significant relationship to their level of job motivation. It implies that the geographic location of an ALS school may not be a significant factor in attracting or maintaining motivated teachers.

Lastly, the respondents' characteristics in terms of age showed no significant relationship with their level of job motivation. The fact that the age of ALS teachers did not have a significant impact on their job motivation has several implications. It suggests that older and younger ALS teachers may be equally motivated to perform their duties.

As claimed by Tran (2017), teachers are also more likely to be motivated if they are happy with their professions and feel appreciated by their employers. Another crucial element in improving teacher motivation is offering opportunities for professional growth. The results demonstrated that demographic variables like age, sex, and educational attainment, and school location did not significantly affect teacher motivation.

However, it was discovered that elements associated with the workplace, such as perceived job autonomy, job satisfaction, and chances for professional development, were excellent predictors of teacher motivation.

**Table 12**  
**Relationship between the Respondents' Level of Job Satisfaction and Characteristics**

Respondents' Characteristics	Job Satisfaction Indicators				OVERALL r-value p-value
	Work Itself r-value p-value	Recognition r-value p-value	Technical Supervision r-value p-value	Working Condition r-value p-value	
Age	0.087 (NLR)	0.038 (NLR)	0.032 (NLR)	0.027 (NLR)	0.045 (NLR)
	0.218 NS	0.598 NS	0.654 NS	0.709 NS	0.526 NS
Sex	0.038 (NLR)	0.038 (NLR)	0.001 (NLR)	0.019 (NLR)	0.009 (NLR)
	0.589 NS	0.589 NS	0.985 NS	0.788 NS	0.900 NS
Highest Educational Attainment	0.011 (NLR)	0.005 (NLR)	0.001 (NLR)	0.043 (NLR)	0.001 (NLR)
	0.882 NS	0.940 NS	0.999 NS	0.550 NS	0.998 NS
School Location	0.142 (WPR)	0.052 (NLR)	0.024 (NLR)	0.103 (WPR)	0.032 (NLR)
	0.440 NS	0.461 NS	0.739 NS	0.148 NS	0.657 NS
Work Experience	<b>0.213</b> <b>(WPR)</b>	<b>0.145</b> <b>(WPR)</b>	<b>0.111</b> <b>(WPR)</b>	<b>0.270</b> <b>(WPR)</b>	<b>0.233</b> <b>(WPR)</b>
	<b>0.033*</b> <b>S</b>	<b>0.028*</b> <b>S</b>	<b>0.027*</b> <b>S</b>	<b>0.032*</b> <b>S</b>	<b>0.042*</b> <b>S</b>
Related Training/Seminars Attended	<b>0.220</b> <b>(WP)</b>	<b>0.260</b> <b>(WPR)</b>	<b>0.268</b> <b>(WPR)</b>	<b>0.214</b> <b>(WPR)</b>	<b>0.213</b> <b>(WPR)</b>
	<b>0.006*</b> <b>S</b>	<b>0.039*</b> <b>S</b>	<b>0.033*</b> <b>S</b>	<b>0.047*</b> <b>S</b>	<b>0.036*</b> <b>S</b>

**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

Table 12 shows the relationship between the respondents' level of job satisfaction and characteristics. Overall, the respondents' characteristics in terms of their work experience and related seminars/training attended showed a weak but significant relationship on their level of job satisfaction as indicated by the correlation r-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This implies there is a weak linear relationship between the respondents' work experience and related seminars/training attended and their level of job satisfaction.

In particular, the respondents' characteristics in terms of work experience showed a weak but significant relationship with their level of job satisfaction. One possible explanation for this relationship is that when ALS teachers/volunteers acquire experience, they may become more skillful and confident in their

teaching, which may contribute to increased job satisfaction. Furthermore, as they grow more acquainted with the program and their learners, they may feel more engaged in their work and gain a deeper awareness of their impact on the lives of their learners. It may be beneficial for schools and organizations to give professional development opportunities to ALS teachers, as this can help them gain new skills and increase their teaching efficacy. Furthermore, offering assistance and resources to help ALS teachers manage pressure and stress may result in higher job satisfaction. Finally, having a positive and supportive work atmosphere may aid in ALS teachers' job satisfaction and retention. The study's findings revealed that work experience was positively connected with job happiness among ALS teachers, meaning that as their work experience improved, so did their job contentment (Sudoy, 2020).

Moreover, the respondents' characteristics in terms of Related Training/Seminars Attended showed a weak but significant relationship with their level of job satisfaction. This means that attending training and seminars can increase teachers' knowledge and skills in their sector, give them fresh ideas and perspectives, and boost their confidence and drive, so it is logical to expect that they can have a good impact on their job satisfaction. This, in turn, can lead to improved job performance and satisfaction. ALS teachers deal with challenges in their roles since they work with learners who have dropped out of formal schooling and require alternate ways of instruction. As a result, providing regular CPD opportunities for ALS teachers could help them keep current on the latest teaching approaches and practices, as well as increase their overall job satisfaction. Furthermore, it is worthwhile to consider the precise various types of training and seminars that are most beneficial in enhancing job satisfaction among ALS teachers. Training in areas such as student-centered teaching, classroom management, and differentiated learning, for example, may be very beneficial for ALS teachers. The findings of Pekmez and Akcayir's (2019) study are consistent with prior studies demonstrating that professional development can improve teacher job satisfaction and retention. Teachers who participate in professional development programs are more prepared to improve their teaching skills, expand their knowledge of the subject matter, and learn new instructional practices. As a result, they are more confident and competent in their professions, resulting in increased work satisfaction and lower turnover rates.

On the other hand, the respondents' characteristics in terms of Highest Educational Attainment showed no significant relationship with their level of job satisfaction. It implies that higher levels of education do not always result in increased job satisfaction among teachers. According to the findings of this study, enhancing teaching motivation and efficacy, as well as reducing job stress, may help to increase job satisfaction among college English teachers in China. When addressing concerns connected to teacher work satisfaction, the study emphasizes the need to consider teacher qualities such as teaching motivation, teaching efficacy, and job stress (Liu, 2021).

The respondents' characteristics in terms of sex showed no significant relationship with their level of job satisfaction. It suggests that both male and female ALS teachers are satisfied with their jobs. This implies that there is no gender discrimination or bias affecting job satisfaction ratings among ALS teachers. As posited by Foroutan (2020) teachers who are more motivated and have greater levels of teaching efficacy are more likely to be satisfied with their professions, whereas job-related stress can reduce job satisfaction. Improving teacher job satisfaction may result in improved teacher effectiveness and retention, which may ultimately result in better student results.

Also, the respondents' characteristics in terms of school location showed no significant relationship to their level of job satisfaction. It means that both urban and rural ALS teachers are equally satisfied with their professions. This shows that the location of the school where ALS teachers work has no bearing on their job satisfaction. This discovery could have far-reaching ramifications for ALS education and policy. It could imply that ALS schools and programs, regardless of location, provide a friendly and inclusive environment for teachers. This might help attract and retain great educators, resulting in better outcomes for ALS learners.

Furthermore, the respondents' characteristics in terms of sex showed no significant relationship with their level of job satisfaction. This research shows that male and female teachers may have equal possibilities in terms of job satisfaction, which is a vital factor in teacher retention. As a result, efforts to attract and retain teachers should center on building welcoming workplaces that encourage worker satisfaction, regardless of gender. Bin (2019), states that in terms of job satisfaction, the study found no significant distinction between

male and female teachers. The study found, however, that criteria including benefits, workload, and work environment were important predictors of job satisfaction.

**Table 13**  
**Relationship between the Respondents' Level of Performance and Characteristics**

Respondents' Characteristics	r-value	p-value	Interpretation
Age	0.232	0.001*	Significant
Sex	0.236	0.001*	Significant
Highest Educational Attainment	0.267	0.001*	Significant
School Location	0.116	0.102	Not Significant
Work Experience	0.348	0.001*	Significant
Related Training/Seminars Attended	0.254	0.001*	Significant

**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

Table 13 shows the relationship between the respondents' level of IPCRF performance and characteristics. Overall, the respondents' characteristics in terms of age, sex, highest educational attainment, work experience, and related training/seminars attended showed a weak but significant relationship on their level of IPCRF performance as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies there is a linear relationship between the respondents' characteristics in terms of age, sex, highest educational attainment, work experience, and related training/seminars attended, and their level of IPCRF performance. This could imply that these individual factors have an impact on their teaching effectiveness and performance evaluation.

In particular, the respondents' characteristics in terms of Highest Educational Attainment showed a weak but significant relationship with their level of IPCRF performance. The finding implies that teachers' educational backgrounds may have an impact on their teaching effectiveness and performance evaluation. This emphasizes the need to hire teachers with higher educational qualifications, especially in subject areas with specialized knowledge.

Moreover, the respondents' characteristics in terms of Related Training/Seminars Attended showed a weak but significant relationship to their level of IPCRF performance. The weak but significant connection between related training/seminars and IPCRF performance emphasizes the need for teachers to pursue ongoing professional development. To stay up to date with the newest trends and best practices in their sector, educational institutions may consider giving regular training opportunities and encouraging teachers to engage in professional groups or conferences. Given the significance of continuous professional development for teacher effectiveness, educational institutions may need to prioritize resources to support training opportunities, such as funding for conference travel, professional development courses, and investment in online learning platforms. As posited by Manaois and Torreón (2019) there is a positive relationship between the number of training hours attended by ALS teachers and their IPCRF performance. The study additionally found that ALS teachers who had received curriculum development training had considerably higher IPCRF ratings than those who had not received such training. The study indicated that training is an important aspect of improving the effectiveness of ALS teachers and the quality of education delivered to ALS learners.

Additionally, the respondents' characteristics in terms of Work Experience showed a weak but significant relationship with their level of IPCRF performance. The weak but significant relationship raises issues related to equity and fairness in the educational system. Educational institutions may need to ensure that all teachers, regardless of experience level, have equal access to professional development and assistance. The finding implies that more experienced teachers may be more effective in their roles. This assumption is based on the premise that as teachers receive more exposure to different learners, instructional strategies, and classroom circumstances, their teaching skills and knowledge improve.

Also, the respondents' characteristics in terms of their sex showed a weak but significant relationship



with their level of IPCRF performance. The finding emphasizes the need to encourage gender diversity in the teaching profession. Educational institutions may need to examine initiatives such as focused recruitment efforts, improved work-life balance policies, and equitable chances for professional development and advancement to attract and retain more female teachers. This implies that female teachers may experience particular problems in the classroom, which may have an impact on their performance ratings. This presumption is based on the notion that female teachers may endure workplace discrimination, bias, or harassment that male teachers do not. It also implies that male teachers may be given preferential treatment in the classroom, which may have an impact on their performance assessments. This presumption is founded on the notion that male teachers may be viewed as more competent or authoritative than female equivalents, which may influence their evaluations.

Furthermore, the respondents' characteristics in terms of their age showed a weak but significant relationship with their level of IPCRF performance. The weak but significant correlation shows that age may play a role in teacher performance, with older teachers performing somewhat better than younger ones. To assist younger teachers in improving their performance, educational institutions may consider giving mentorship or coaching programs, more training opportunities, or a decreased workload. The finding emphasizes the significance of balancing expertise with creativity in the teaching profession. While older teachers may have more experience, younger teachers may have new ideas and novel teaching practices. Educational institutions may need to establish measures to attract and retain both younger and older teachers, as well as to foster collaboration and knowledge sharing among teachers of different ages.

On the other hand, the respondents, in terms of school location, showed a weak but significant relationship with their level of IPCRF performance. With not a significant connection established between school location and IPCRF performance, ALS teachers may benefit from collaborating and sharing best practices across schools, regardless of location. Educational institutions may think about creating chances for teachers to share ideas, tactics, and resources to improve their performance and the quality of education they deliver to learners. It emphasizes the significance of equity in resource allocation, collaboration and sharing of best practices, ongoing professional development, a fair and objective evaluation procedure, and teacher motivation. These findings and implications can assist educational institutions and policymakers in improving the quality of education delivered to learners while also assisting ALS teachers in their professional development.

The highest educational attainment, employment experience, and professional development activities of ALS teachers were found to be favorably associated with their IPCRF performance and the findings revealed that ALS teachers with higher educational attainment and more job experience performed better on the IPCRF. Furthermore, ALS teachers who participated in professional development activities such as attending seminars, conferences, and training programs performed better on the IPCRF (Villareal, 2017).

#### **4. Conclusion and Recommendations**

Based on the analysis and findings of the study, the following conclusions are given below:

The respondents' level of job motivation in terms of existence and relatedness needs showed a significant effect on their teaching performance. Teachers are more likely to feel inspired and involved in their work when they have a sense of connection and belonging with their coworkers and learners. This can then result in improved teaching effectiveness. On the other hand, the respondents' level of job satisfaction showed no significant effect on their teaching performance which led to the acceptance of the null hypothesis. Moreover, the respondents' characteristics in terms of their work experience and related training/seminars attended showed a weak but significant relationship with their level of job motivation. On the other hand, the respondents' characteristics in terms of their work experience and related training/seminars attended showed a weak but significant relationship with their level of job satisfaction.

Based on the analysis, findings, and conclusions obtained in the study, the

following recommendations are given below.

1. Continuous professional development can assist ALS teachers in staying current on the latest teaching methods and practices, as well as keep them motivated and interested in their work. Attending conferences or workshops, participating in online learning forums, or seeking advanced degrees or certificates could all be part of this.

2. Fostering a friendly and supportive work atmosphere might assist ALS teachers in feeling more motivated and satisfied in their professions. This could include fostering opportunities for collaboration and teamwork, encouraging open communication, and helping struggling teachers.

3. ALS teachers should benefit from professional development opportunities centered on diversity, equity, and inclusion in education, as well as training in culturally responsive and inclusive evaluation and reporting methodologies. This would ensure that all learners receive high-quality instruction and support regardless of background or learning requirements.

4. Seeking feedback and support from colleagues, mentors, and supervisors can assist ALS teachers in improving their teaching practices and remaining motivated. Participating in professional learning groups or searching out mentorship opportunities could be examples.

5. Conduct capacity building and training for ALS teachers to help them enhance their teaching abilities on job motivation and satisfaction.

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