Competencies of Alternative Learning System Mobile Teachers in Schools Division of Nueva Ecija

JOWEL C. PABLO, PhD

Department of Education, Schools Division Office of Nueva Ecija

jowel.pablo001@deped.gov.ph

Abstract — Alternative Learning System program as an alternative to formal education, out-of-school youth and other adults are given the second chance to their continuing education, thus, improve themselves. This study aimed to determine the competencies of mobile ALS teachers in SDO Nueva Ecija and it used descriptive research. This study used the following statistical tools. The frequency, percentage distribution, and ranking of the responses were used to describe the profile of the respondents. To describe the competencies of mobile ALS teachers, the researcher used a weighted mean. To test the significance relationship between the profile variables of the teachers and the competencies based on PPST, the researcher used correlation analysis. To test the significant difference between the perceptions of teachers and learners' evaluation of the competencies of their teachers based on PPST tool, the researcher used t-test analysis. The teacher-respondents were between the ages of 25 years and above, mostly female, three single teachers and three married teachers, had Bachelor of Secondary Education, mostly earned baccalaureate degree and specialization in science, majority had five years length of teaching science, and one five attended, six subjects taught. Curriculum and Planning as the dimension of teachers' competencies got the highest weighted mean by teacher-respondents. Community linkages and professional engagement given the lowest mean by teacher-respondents. Monitoring got the lowest means by learner-respondent. There were two variables, namely: majors and length of teaching had a significant relationship in perceived level of metacognitive awareness. There is significant difference between the perceptions of teachers' on competencies and learners' perception on their teachers' competencies.

Keywords — alternative learning system, philippine professional standards for teachers, learning strands, mobile teachers

Introduction

"The quality of an education system cannot exceed the quality of its teachers"

(Makinsey, 2007)

It has relatively believed that teachers are parts of the educative process that could be a transmitter and agent of change. Teachers must be inspired, knowledgeable, and possess positive attributes (Porter, 2016).

The 1987 Philippine Constitution provides for the recognition and promotion of other forms of education other than formal education. Article XIV, Section 2, paragraph 1 declares that the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and paragraph 4 concisely encourages non-formal, informal and indigenous learning systems as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs (Presidential Communication Operations Office, 2020).

The Department of Education through "Governance of Basic Education Act of 2001" includes Alternative Learning System for out-of-school youth and adult learners. This act aims to protect and promote the right of all the citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level.

With the introduction of the ALS program as an alternative to formal education, out-of-school youth and other adults are given the second chance to their continuing education, thus, improve themselves. However, implementation of the said program should be in harmony with the existing formal education and that the implementation of its policy is well carried out so as not to defeat its very purpose. ALS program implementers must see to it that the program is effectively and efficiently accomplished and implemented.

In line with the ALS program, it also inspires to have a quality educator to achieve and sustain its objectives. Furthermore, mobile ALS teacher is perhaps the most important component for ALS student learning. Now more than ever, teachers are under scrutiny by students, parents, administration, policy makers, and the public. Accountability is a common term in describing the profession of teaching and attempts to measure teacher effectiveness. In the first part of the 21st century, an emphasis was placed on high stakes achievement testing and both student and teacher successes are being gauged in this one-dimensional format. Educators understand the complexity of their profession and resent the measurement of their work using the narrow focus of student performance on a single test. The measurement of high-quality teacher should consider the complexity of the profession and the many attributes necessary in order to be a successful teacher that positively impacts student learning outcomes (Barnette, 2019).

Moreover, mobile ALS teachers are catalysts of national development. With them, the nation is able to produce and develop learners, who may lead the country to development and progress. Enhancing teachers' quality and upholding quality teaching standards, therefore, should be given utmost importance for the long term and sustainable nation building (ALS 2.0 Roadmap, 2017). Teacher research plays a vital role in the teaching-learning process. It serves as the backbone of the teaching approaches, strategies, technique, instruction materials, and assessment that we currently use now. Teachers involved and engaged in research and utilize research evidence as the basis for instructional and pedagogical choices are leading to having desirable effects on both the teaching and learning process (Jerusalem, 2019).

Having a quality and competent teacher, ALS program also expects to have nation-loving and competent lifelong learners able to respond to challenges and opportunities through quality, accessible, relevant and liberating K to 12 Program delivered by a modern, professional, pro-active, nimble, trusted and nurturing DepEd.

However, there are some issues and challenges faced by the mobile ALS teachers. Like issues and problems encountered by ALS Tanauan. One problem is the difficulty in recruiting learners especially in Basic Literacy Program (BLP) owing to shyness and indifferences. This is true and prevalent among adults. There are some behavioral problems like absenteeism. There are also some negative thoughts from the parents and even barangay officials on ALS programs and projects. Another problem is an insufficient funds to sustain the programs and projects of ALS (Mercado, 2015).

Conduct further studies regarding the effectiveness of different intervention programs conducted for the ALS – A&E learners. Moreover, the DepEd needs to urgently conduct an in-depth and thorough empirical study concerning reasons behind the rising dropout rate of their ALS A&E Program to validate the result of this study. Studying the underlying causes will help ALS teachers, coordinators, and administrators to create more effective school programs to meet the special and specific needs of their students.

In the study of Gepila (2019) Assessing Teachers Using Philippine Standards for Teachers, it concluded that teachers are always reminded to update their ability to become competent in coping up with the challenges of a diversified community of learners brought about by cultural, social, environmental, and individual distinctness that is always under the flux of constant change and technological influence. In addition, the investigation tracks theses needs, personal and institutional efforts are required to propagate positive response to such an issue.

Aside from the challenges and issues encountered by the mobile ALS teachers, some of the legal bases to consider in having quality teachers is the K to 12 Reform. Republic Act 10533 (2013) has changed the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on teacher quality – high-quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teacher and it is through this PPST that they may contribute to supporting the Department of Education vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

However, behind of the challenges, issue and legal basis, learners are supposed to have a quality teacher that will guide and teach them whole rounded. Learning institution should have to do research about the competencies of teachers for them to develop their educational program and curriculum (Stabback, 2016).

As grounded by these objectives and set by the relevant literature and studies, this undertaking gives hope to the development of necessary programs or actions in order to bridge

gaps between the teachers' needs to that of the standards, improve teachers' professional calibration and clarify misconceptions and ambivalent attitudes relative to the PPST.

Review of Related Literature

In a world characterized by the presence of advanced information and communication technologies, literacy is an urgent necessity. It empowers and nurtures societies as well as contributes to human and national development. In the case of mothers, literacy tends to enhance the quality of life of their families and improves the education of their children. If one will look at the future of the Philippines in the above context, this means that to become globally competitive, the Filipinos must be literate. It also means that it should have an educational program which must address to the drop-outs, and the non-literate adults who have never experienced formal schooling. This must be the reason why the Department of Education mandated the Bureau of Alternative Learning System hired quality mobile teachers since 1999 (Pinca, 2015).

Alternative Learning System is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternate or substitute. ALS also includes both the non-formal and informal sources of knowledge and skills. Hence, many Filipinos do not have a chance to attend and finish formal basic education (Grades 1-6 and Grades 7-12) due to many reasons. Some drop out from schools while some do not have schools in their communities. Since every Filipino has a right to free basic education, the Government establishes ALS to provide all Filipinos the chance to have access to and complete basic education in a mode that fits their distinct situations and needs (Department of Education, 2016).

Around 63 million adolescents between the ages of 12 and 15 years are denied their right to an education, according to a new joint report from the UNESCO Institute for Statistics and UNICEF, Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children, released today during the Education World Forum. Globally, 1 in 5 adolescents is not in school compared to almost 1 in 10 primary school-age children. Thus, adolescents are twice as likely to be out of school as their younger counterparts. The report also shows that as children get older, the risk that they will never start school or will drop out increases (Global Education, 2019).

In addition on Global Education's statement, 121 million children and adolescents have either never started school or dropped out despite the international community's promise to achieve Education for All by 2015. Data show that there has been almost no progress in reducing this number since 2007. Children living in conflict, child laborer's and those facing discrimination based on ethnicity, gender and disability are the most affected. There is also a growing concern that previous gains in expanding access to education will erode without a major shift in policies and resources.

In addition, according to Philippine Statistic Authority (2018) based on the 2017 Annual Poverty Indicators Survey, about nine percent of the estimated 39.2 million Filipinos aged 6 to 24 years old were out-of-school children and youth. OSCY refers to family members 6 to 14 years old who are not attending formal school; and family members 15 to 24 years old who are currently out of school, not gainfully employed, and have not finished college or post-secondary course. The most common reasons among OSCYs for not attending school were marriage or family matters (37.0%), lack of personal interest (24.7%), and high cost of education or financial concern (17.9%). Among females OSCYs, marriage or family matters (57.0%) was the main reason for not attending school while lack of personal interest among males (43.8%) .

This program is considered as a crucial component of Philippine Education to provide every individual with access to quality basic education as envisioned in the Education for All (EFA) 2015 Philippine Plan of Action, and specifically the reduction of illiteracy rate. Records show that the ALS program has been implemented in the entire country for almost 18 years now since it started in 1999. However, the result revealed that only few succeeded to meet the required competencies for accreditation to be granted equivalent rights like the students completing the elementary and secondary education level in this informal educational system.

Furthermore, several educational research studies endeavor to describe analytically the attributes of an effective and good teacher. However, there are few ones which lack the depth and breadth of the competencies, which should be taken into full consideration. Rather than considering a feasible and holistic framework, some frameworks narrowly provide standards and are not coherent and practical; hence, the adoption of a more suitable set of standards has to be made. In this case, few frameworks are collated and elaborated below in order to shed light on the aspects which was were examined by a technical panel composed of practitioners in the field education who are teaching various content areas (Gepila Jr., 2019).

Many studies also revealed that that there are many problems that both the ALS students and the mobile ALS teachers encountered. Specifically, Mercado (2015) students suffered problems in instruction, assessment and evaluation. He also found out that facilities like classrooms and instructional materials like textbooks, manuals, etc. are lacking. Moreover, mobile teachers revealed that they have meager salaries or honorarium and other allowances. Another significant study was that of Pinca (2015), titled "The Mobile Teachers' Profile, Competencies, Problems and in the Department of Education, Division of Northern Samar, Philippines." She found out that the major problems met by the mobile teachers in Northern Samar Division were lack of community-based instructional materials, delayed release of travel allowance and absence of permanent room during the conduct of the learning sessions.

According to the study of Pinca (2015) the mobile teachers were young adults, most were males and their educational orientation is to handle formal classes. Hence, they lacked sufficient educational background regarding alternative learning system delivery prior to their appointment as mobile teachers. They learned the intricacies about their job through the in-service trainings

provided to them and during the conduct of learning sessions. Being young adults afforded them the strength and will to reach out far-flung barangays in Northern Samar, Philippines. Their profile has proven that in the field of alternative learning system delivery, male teachers are preferred over female teachers.

Pinca added that the mobile teachers are highly competent in their job and this implies that they can help minimize illiteracy in the place where there are only few who can read and write. However, their competencies are not enough because they have to cater to thousands of illiterates in the province. The high ratio between the illiterates and the number of mobile teachers is indeed a challenge to the Alternative Learning System of education. Although the mobile teachers have very satisfactory performance, there is much to be improved. They were found very high on personal attributes and professional development but low on competence. Commitment is indeed an important component of the performance of a mobile teacher. Like other professions, mobile teachers were not spared from having problems as implementers of the Alternative Learning System delivery. These problems range from the most basic which is the lack of instructional materials to being given additional work aside from being a mobile teacher. The problem on lack of instruction materials is not only true in the alternative system but also in the formal school system. It can be argued that if the formal school system lacks the needed books, that deficiency is twice higher in the alternative learning system.

These problems are complicated by the school administrators themselves who instead of advising the mobile teachers to focus on the conduct of learning sessions and to organize more mobile classes, their performance is hampered by additional assignments given by the school head. This just affirms the view that even school administrators do not regard the alternative learning system equal to the formal school system.

Briania added that the Alternative Learning System Accreditation and Equivalency (ALS A&E) Test, formerly known as the Non-formal Education A&E Test, is a paper and pencil test designed to measure the competencies of those who have neither attended nor finished elementary or secondary education in the formal school system. However, in 2014, 18% of ALS learners passed the A&E Test all over the Philippines and Region IV-A got 28% rate among all regions in the country. It shows that the there is something wrong in the assessment nor content and instruction of the mobile teachers that will result to ineffective learning for the learners.

Briania also stated that ALS teachers were searching for better teaching strategies for them to improve their skills in teaching Basic English Grammar to ALS students particularly the one who were in jail and in the care of DSWD (for minor age, 16–17-year-old). It is recommended that the ALS students' performance and development should be monitored so that they will be ready to take the ALS accreditation and equivalency test. Therefore, these ALS students need to be provided with quality education beyond classroom.

They stated that typical learning environments for ALS, such as open-air space under a tree or simple structures made by light materials such as palm tree leaves and bamboos, do not

adequately keep adult learners focused on learning. And the teaching force for ALS has come up short both in quantity and quality. As the backbone of the program, teachers need better, continuous professional development.

They also added that ALS' system components, designed a few decades ago, need a comprehensive upgrade. The use of ICT technology could be expanded and made more systematic, to support learning delivery and learning management, as well as assessment and certification in ALS.

In addition, a major weakness of ALS program identified is that mobile teachers are tasked to seemingly do everything themselves. This is too much to ask from any teacher, let alone the ones who are teaching formal school dropouts who might already have challenges in learning. ALS 2.0 promotes a higher quality of teaching, wherein team teaching is the norm, and the necessary support to implement this is available. While this is less imperative in the Basic Literacy Program and the Elementary Level, a team consisting of formal school teachers, mobile teachers, Tec-Voc experts and other resource persons should be the ones implementing the Secondary level program in CLCs. This will help ensure that aside from increasing their chances of passing the A&E test, learners genuinely master the key competencies in the curriculum to make them more competitive in life after ALS (DepEd, Alternative Learning System Version 2.0, 2020).

Moreover, the researcher is a newly promoted Education Program Specialist II and very willing to learn more things such as curriculum, program, activities and the like. He also encountered some issues and problems regarding in ALS of SDO Nueva Ecija. Upon monitoring in different ALS districts, these are some issues and challenges that he heard and observed. The used modules of ALS learners are outdated that is why the teachers are worried about the upcoming A and E examination of their learners. ALS teachers are needed more training and workshop about the ALS program, 21st century teaching techniques and strategies, pedagogical and andragogical approach, and professional development.

Furthermore, the researcher led about the idea on how to address the issues and challenges in performance or competencies of mobile teachers. According to DepEd Order 32 s. 2009, it is one of the frameworks of teachers' performances and competencies, The National Adoption and Implementation of NCBTS-TSNA and IPPD for Teachers, and Integration of its System Operations in the Overall Program for Continuing Teacher Capacity Building, section 2 The National Competency-Based Teacher Standards (NCBTS) defines the desired practice of effective teaching. The NCBTS sets performance indicators classified in appropriate domains and strands that guide teacher professional development. Hence, processes and tools are continuously developed to support the teachers' enhancement of their competencies and professional development.

NCBTS defines effective teaching as being able to help all types of students learn the different learning goals in the curriculum. The NCBTS provides a single framework that shall

define effective teaching in all aspects of a teacher's professional life and in all phases of teacher development (Blogasiaph, 2019).

According to DepEd Order No. 42, s. 2017, The Philippine Government has consistently pursued teacher quality reforms through a number of initiatives. As a framework of teacher quality, the National Competency-Based Teacher Standards (NCBTS) was institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009. It emerged as part of the implementation of the Basic Education Sector Reform Agenda (BESRA), and was facilitated by drawing on the learning considerations of programs, such as the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project and the Third Elementary Education Project (TEEP).

The K to 12 Reform (R.A. 10533) in 2013 has changed the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on teacher quality – high quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teachers.

The Philippine Professional Standards for Teachers, which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development.

He also believes that despite of all issues and challenges that ALS teachers and learners encountered, there are some possible solutions and interventions that could apply for them to address or lessen the issues and challenges.

The Department of Education has recognized these challenges. In 2019, with assistance from the World Bank, it developed a new strategic roadmap for the reform program. Known as "ALS 2.0," it is an opportunity to fix long-standing issues, as well as a chance to ensure that these reforms receive adequate resources and support. Other key partners, such as SEAMEO-INNOTECH, USAID, ADB, DFAT, and UNICEF, have come together to provide support. And this agenda is more important than ever, as COVID-19 disrupts the Philippines' basic education system. The first priority must be to provide continuing learning opportunities for students and prevent them from dropping out of school. However, a stronger ALS can give those who leave the formal school system an extremely important second chance. We hope the lessons learned from our studies will improve the ALS for the Philippines and also help other developing countries that face similar challenges (Acosta et al., 2020).

Furthermore, an educational program is a program written by the institution or ministry of education which determines the learning progress of each subject in all the stages of formal education. DepEd's program is considered to be one of the significant educational reforms in the country. It introduces programs and projects that aim to expand and improve the delivery of basic education in the country. It seeks to provide the Filipino learners with the necessary skills and competence to prepare them to take on the challenges of the 21st Century. It will make the basic education system in the Philippines at par with international standards by ensuring that it is appropriate, responsive, and relevant (DepEd Order No. 21 s. 2019).

The Department of Education and ALS provided to guarantee the right of access to education for all. Non-formal education can cover programs contributing to adult and youth literacy and education for out-of-school children, as well as programs on life skills, work skills, and social or cultural development. Moreover, ALS provides opportunity for learning through Informal Education (InFed). Informal Education, defined as a "lifelong learning process acquired outside the formal school system but complements learning acquired in both non-formal and formal basic education," creates opportunities for self-development, community development, entrepreneurship, and skills development in response to the individual's learning interest.

Moreover, ALS' mission is to develop exemplary programs and open learning opportunities for OSYAs to achieve multiple competencies and skills for Industry 4.0 (DepEd, Alternative Learning System Version 2.0, 2020).

It is the desire of the researcher to study about the competencies of ALS mobile teachers in Schools Division of Nueva Ecija. And because of the issues and challenges that he encountered and observed he decided to conduct this study in order to enhance more the competencies of the ALS mobile teachers. This is one of his avenues for him to acquire new learnings and experiences to understand more the program and curriculum of ALS. It will also lead him to provide a program that could be benefited the teachers, schools and division.

Conceptual Framework

This study will be anchored to the study of Gepila Jr., (2019) Assessing Teachers Using Philippine Standards for Teachers. Teachers are catalysts of national development. With them, the nation is able to produce and develop learners, who may lead the country to development and progress. Enhancing teachers' quality and upholding quality teaching standards, therefore, should be given utmost importance for the long term and sustainable nation building. In the case of the Philippines, teachers' competence is assessed through Philippine Professional Standards for Teachers (PPST), a new framework that was adopted from its former paradigm, National Competency-Based Teacher Standards (NCBTS) through DepEd Order no. 42, s. 2017.

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Standards (NCBTS) was institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009. It emerged as part of the implementation of the Basic Education Sector Reform Agenda (BESRA), and was facilitated by drawing on the learning considerations of programs, such as the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project and the Third Elementary Education Project (TEEP).

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The Philippine Professional Standards for Teachers, which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development.

Philippine Professional Standards for Teachers composed of seven domains describe the characteristics on how to be an effective 21st century educator in the Philippines. These are; Domain 1 Content Knowledge and Pedagogy, is composed of seven strands, Domain 2, Learning Environment, Domain 3, Diversity of Learners, Domain 4, Curriculum and Planning, Domain 5, Assessment and Reporting, Domain 6, Community Linkages and Professional Engagement, Domain 7, Personal Growth and Professional Development.

Content Knowledge and Pedagogy recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes.

Learning Environment provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. They create an environment that is learning-focused and they efficiently manage learner behavior in a physical and virtual space. They utilize a range of resources and provide intellectually challenging and stimulating

activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

Diversity of Learners establish learning environments that are responsive to learner diversity. They respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. They encourage the celebration of diversity in the classroom and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.

Curriculum and Planning interact with the national and local curriculum requirements. They translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. They communicate learning goals to support learner participation, understanding and achievement.

Assessment and Reporting apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement.

They use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. They provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.

Community Linkages and Professional Engagement establish school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. They identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. They understand and fulfill their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

Personal Growth and Professional Development value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. They value personal and professional reflection and learning to improve their practice. They assume responsibility for personal growth and professional development for lifelong learning.
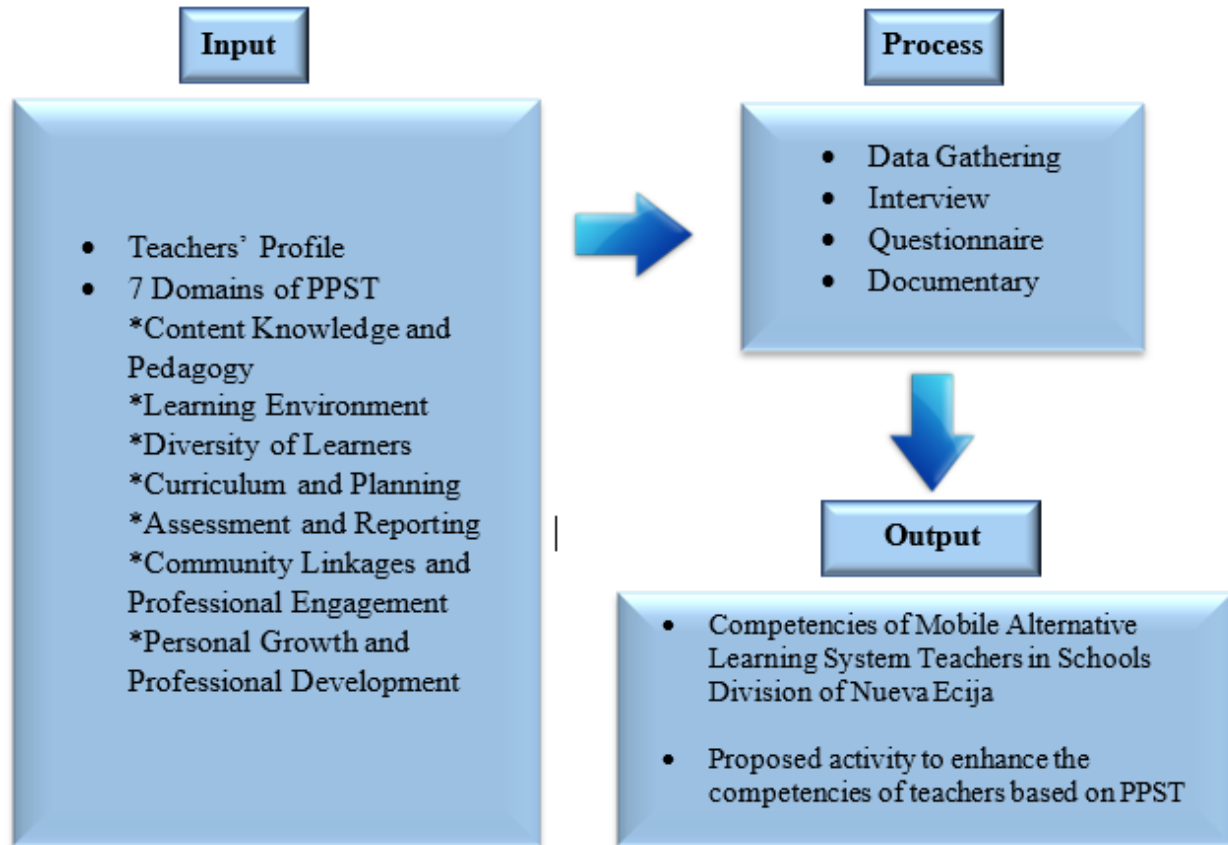
Figure 1. Research Paradigm

This study will utilize the Input-Process-Output Model as shown in the Research Paradigm, Figure 1. It aims to determine the competencies of ALS mobile teachers in SDO Nueva Ecija.

The Input consists of teachers' profile, seven domains of PPST; content knowledge and pedagogy, learning environment, diversity of learners; curriculum and planning, assessment and reporting; community linkages and professional engagement; personal growth and professional development.

The process includes gathering data, interviews, questionnaires, and documentaries.

The output includes the answers to the competencies of mobile ALS teachers in the Schools Division of Nueva Ecija. It has also a proposed training workshop to enhance the competencies of teachers based on PPST.

Research Questions

This study will aim to determine the competencies of mobile ALS teachers in SDO Nueva Ecija. Specifically, this will aim to answer the following questions:

1. How may the profile of the mobile ALS teachers be described in terms of:

    1.1 age;

    1.2 sex;

    1.3 civil status;

    1.4 educational attainment;

    1.5 specialization;

    1.6 learning strand being taught;

    1.7 number of subject preparation;

    1.8 average class per section;

    1.9 length of teaching ALS; and

    1.10 trainings attended?

2. How may the competencies of mobile ALS teachers be described in terms of:

    2.1 content knowledge and pedagogy;

2.2 learning environment;

2.3 diversity of learners;

2.4 curriculum and planning;

2.5 assessment and reporting;

2.6 community linkages and professional engagement;

2.7 personal growth and professional development?

3. Is there significant relationship between the profile variables of the teacher and the competencies?

4. Is there a significant difference between the competencies of mobile ALS teachers and learners' evaluation on the competencies of their teachers?

5. What intervention may be proposed to enhance more the competencies of mobile ALS teachers in SDO Nueva Ecija?

Null Hypotheses

1. There is no significant relationship between the profile variables of the teacher and the competencies?

2. There is no significant difference between the competencies of mobile ALS teachers and learners' evaluation on the competencies?

Significance of the Study

This study of competencies of mobile ALS teachers in SDO Nueva Ecija will benefit the following:

Learners will be reinforced to actively participated in classroom discussions and activities. They will be guided to apply their own strategies and techniques to solve the problem or accomplish the activities.

Mobile ALS Teachers will be more competent base on the Philippines Profession Standard for Teachers. They could be provided more effective teaching strategies and techniques for them to facilitate their learners. And actively promote the progress and performance of their learners.

District Supervisors will be guided on how to make an effective program that could be benefited their learners, teachers, and other stakeholders. They could be guided more by their mobile teachers in providing effective instructional materials or intervention to lessen or solve the problems and issues that they encountered.

Education Program Specialists will be guided to enhance more the program of ALS 2.0. They could be identified the competencies and performance of their mobile ALS teachers. I will help in providing more basic education services to out-of-school children, out-of-school-youth and adults. In addition, it will guide them in creating learning materials of alternative modes for education in the community.

Education Program Supervisor will be guided to enhance more the program of ALS 2.0. They could be identified the competencies and performance of their mobile ALS teachers. I will help in providing more basic education services to out-of-school children, out-of-school youth, and adults. In addition, it will guide them in creating learning materials of alternative modes for education in the community.

Curriculum Implementation Division Chiefs will help to provide more activities and programs that could be benefited both learners and teachers as well. It also an avenue for them enhances the program of ALS 2.0 and address the different issues and concerns based on the PPST results of mobile ALS teachers.

Schools Division Superintendents will help in providing long-range planning of his schools and districts. It will be an eye-opener to address the issues and challenges encountered by the districts and mobile ALS teachers. And it will help to promote the development of ALS 2.0 in the division.

Parents will be enlightened about the curriculum and program of ASL 2.0. It will help them to guide and motive more their children in studying and developing their progress and performances.

Future Researchers will be guided on the program of ALS 2.0 and give more information and knowledge related to the issues and challenges encountered by the mobile ALS teachers that may be helped them in their future researches. And an eye-opener for them to identify the competencies of mobile ALS teachers in SDO Nueva Ecija.

Scope and Limitation

This study will be focused on the competencies of mobile ALS teachers in the Schools Division of Nueva Ecija. It will be conducted in all districts from Congressional Districts 1 to 4 of Department of Education, SDO Nueva Ecija, the curriculum year 2020-2021, since the researcher is an Education Program Specialist II of SDO Nueva Ecija.

In addition, this study will also anchor on the of PPST, DepEd Order No. 42, s. 2017. As a framework of teacher quality, the National Competency-Based Teacher Standards (NCBTS) was institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009. It emerged as part of the implementation of the Basic Education Sector Reform Agenda (BESRA), and was facilitated by drawing on the learning considerations of programs, such as the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project and the Third Elementary Education Project (TEEP).

In the construction of the questionnaire, the researcher read, reviewed, and consulted different theses related to this study as a way of constructing its content. The researcher also visited some websites on the internet to conduct some researches regarding the study. The questionnaire was constructed based on what is stated on the statement of the problem and in 7 domains of the Philippine Professional Standard for Teachers.

The study will look into the enhancement of competencies of mobile ALS teachers as well as the issues and challenges they encountered.

Methodology

Types of Research

This study will use descriptive research. As defined by Simon (2012) it involves the description of similarities with other phenomena. The purpose of descriptive research is to study primarily "what is." The methods involve the questionnaire, interview or observation, and documentation.

Descriptive research will aim to accurately and systematically describe the characteristics and number of respondents, situation, and competencies of mobile ALS teachers. It will describe the teachers' profile, competencies of teachers based on the 7 domains of PPST. In addition, to identify the significant relationship between profile variables of the teacher and their competencies, significant difference between the competencies of mobile LAS teachers and learners' evaluation on the competencies of the teachers and intervention may be proposed to enhance more the competencies of mobile ALS teachers in SDO Nueva Ecija.

Respondents of the Study

The respondents of the study will be the mobile ALS mobile teachers, Public School District Supervisors and learners of the Alternative Learning System in all districts from Congressional Districts 1 to 4 of the Department of Education, Schools Division of Nueva Ecija during the curriculum year 2021-2022.

There are thirty-three districts in SDO Nueva Ecija, each district has one ALS mobile teacher and PSDS-respondents. Thus, there are 33 mobile ALS teacher and PSDS-participants. In addition, there are three 363 learner-respondents. Each district has 11 respondents multiple by thirty-three districts. Thus, there are 363 learner-respondents.

Table 1:

Distribution of Respondents

District	Learners		Teachers		Overall		Overall	
CD I	132	36.36	12	144	12	144	144	36.36
CD II	66	18.18	6	72	6	72	72	18.18
CD III	77	21.21	7	84	7	84	84	21.21
CD IV	88	24.24	8	96	8	96	96	24.24
Total	363	100	33	396	33	396	396	100

Instruments

In the construction of the questionnaire, the researcher read, reviewed, and consulted different theses related to this study as a way of constructing its content. The researcher also visited some websites on the internet to conduct some researches regarding the study. The questionnaire was constructed based on what is stated on the statement of the problem and in 7 domains of the Philippine Professional Standard for Teachers.

Philippine Professional Standards for Teachers composed of seven domains describe the characteristics of how to be an effective 21st-century educator in the Philippines that included on the questionnaire. These are; Domain 1 Content Knowledge and Pedagogy, is composed of seven strands, Domain 2, Learning Environment, Domain 3, Diversity of Learners, Domain 4, Curriculum and Planning, Domain 5, Assessment and Reporting, Domain 6, Community Linkages and Professional Engagement, Domain 7, Personal Growth and Professional Development. Each domain contains various strands that describe the competencies of the mobile ALS teachers.

The researcher modified each strand of 7 domains to make an interrogative form that suited in respondents' questionnaire and identify the competencies of each ALS mobile teacher. He also provided a questionnaire suited for the learners and decided to modify some words defends on the learners' approach. Moreover, he decided to translate it into the Filipino language for the learners to easily understand the statement of the questions being asked. The first draft of the instrument will validate by the DepEd Education Program Supervisor of ALS since she supervises all the mobile ALS teachers in the division and knowledgeable on the program of ALS 2.0, Administrative Officer of Human Resource since he is responsible for the development, compensation, safety, and health, and employee and labor relations to ALS mobile teachers. Education Program Specialist of ALS, since they assist the supervisors in providing programs and activities in the district and knowledgeable on the activities and programs of mobile teachers and Senior Education Program Specialist of Human Resource and Development, since she is the assigned SEPS in the PPST and more knowledgeable and experienced when it comes to teachers' performances and progresses. The researcher will consult them for corrections, comments, and suggestions that will be used as bases in revising, and improving the content, style, and word construction. The researcher also consulted a statistician for some comments and suggestions regarding the content of the instruments whether the questions can answer all the problems of the study.

After revising the draft, pre-testing for content validity will be conducted among 33 District ALS Coordinators and 1 learner from each district of Congressional Districts 1 to 4 of SDO Nueva Ecija, since the researcher is an Education Program Specialist of the said division and the respondents are the colleagues of each DALC. Upon the conduct of the dry-run, the researcher will consult the statistician to test the reliability of the questionnaire. The researcher then will revise the questionnaires into their final draft and was later produced and administered to all the actual respondents of the study.

There are two questionnaires especially designed for the ALS mobile teachers and learners. These are to determine the competencies of teachers based on the 7 domains of the Philippine Professional Standard for Teachers. The learners will also answer the questionnaire provided by the researcher based on the 7 domains of PPST to validate the answers of their teachers. However, the originally constructed questionnaire of the researcher will be modified based on the approach to the learners.

On the other hand, since the world is facing a pandemic and there is no face-to-face transaction, the researcher will transfer the contents of the questionnaire through online or google form. He will send the link to all the respondents online.

It consists of two parts, namely:

Part I contains data regarding the profile of the teacher-respondents and Part II contains the teachers' competencies based on 7 domains of PPST.

The rate of the respondents based on the 7 domains of PPST are categorized using the four-point Likert scale as follows:

4- Distinguished Teacher

3- Highly Proficient Teacher

2- Proficient Teacher

1- Beginning Teacher

The researcher used the following weights and ranges for each point as well as the verbal interpretation to determine the level of awareness of metacognitive strategies of science secondary teachers.

Table 2:
Four Point Scale

Scale	Range of Values	Verbal Description	Interpretation
4	3.25- 4.00	Distinguished Teacher	Embody the highest standard for teaching grounded in global best practices. Exhibit exceptional capacity to improve one's own teaching practice and that of others. Recognized as leaders in education, contributors to the profession and initiators of collaborations and partnerships. Create lifelong impact in the lives of colleagues, students and others. Consistently seek professional advancement and relevance in pursuit of teaching quality and excellence. Exhibit commitment to inspire the education community and stakeholders for

			the improvement of education provision in the Philippines.
3	2.50- 3.24	Highly Proficient Teacher	Consistently display a high level of performance in their teaching practice. They manifest an in-depth and sophisticated understanding of the teaching and learning process. They have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience. Career Stage 3 Teachers work collaboratively with colleagues and provide them support and mentoring to enhance their learning and practice. They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.
2	1.75-2.49	Proficient Teacher	Professionally independent in the application of skills vital to the teaching and learning process. They provide focused teaching programs that meet curriculum and assessment requirements. They display skills in planning, implementing, and managing learning programs. They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement. They are reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers.
1	1- 1.74	Beginning Teacher	Have gained the qualifications recognized for entry into the teaching profession. They have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy. They possess the requisite knowledge, skills and values that support the teaching and learning process. They manage learning programs and have strategies that promote learning based on the learning needs of their students. They seek advice from experienced colleagues to consolidate their teaching practice.

Data Collection Procedure

The data collection instrument and the process of data collection will be evaluated. The data will be collected on the curriculum year 2020-2021. And the result will serve as the baseline of the study. Moreover, the results will undergo statistical analysis and procedures. The researcher will also consult the statistician for the validation of the data and results.

Ethical Considerations

Permission from Schools Division Superintendent and Public School District Supervisors or heads of the schools are secured before the distribution of the questionnaire to the respondents.

Respect for the dignity of the respondents should be prioritized. Full consent should be obtained from the participants prior to the study. And the protection of the privacy of the respondents has to be ensured

The respondents will be informed of the following: the purpose of the researcher in conducting the study, the contents of the questionnaire, and the direction on how to accomplish the questionnaire. They were given enough time to answer all the questions.

The researcher personally collected the questionnaires from the respondents to enable the researcher to give last-minute clarification and to ensure a 100 % return of the questionnaires.

Furthermore, any type of communication in relation to the research should be done with honesty and transparency and any type of misleading information, as well as representation of primary data findings in a biased way, must be avoided.

D**ata Analysis**

1. The frequency, percentage distribution, and ranking of the responses were used to describe the profile of the respondents. In addition, percentage distribution is a frequency distribution in which the individual teacher-and learner-respondent frequencies are expressed as a percentage of the total frequency equated to 100. Also known as relative frequency distribution; relative frequency table.

2. To describe the competencies of mobile ALS teachers, the researcher used a weighted mean. Weighted mean will calculate the degrees of the important number and level of the competencies of mobile ALS teachers under PPST, 7 domains. In calculating a weighted average, each number in the data set is multiplied by a predetermined weight before the final calculation is made.

3. To test the significance relationship between the profile variables of the teachers and the competencies based on PPST, the researcher used correlation analysis. Correlation analysis will use to evaluate the strength of relationship between profile variables of the teachers and their competencies based on PPST, 7 domains. A high correlation means that two or more variables have a strong relationship with each other, while a weak correlation means that the variables are hardly related.

4. To test the significant difference between the perceptions of teachers and learners' evaluation of the competencies of their teachers based on PPST tool, the researcher used t-test

analysis. T-test used will determine if there is a significant difference between the means of two groups, which may be related to certain features.

PRSENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered which were tabulated, analyzed and interpreted.

1. Profile of the teacher- respondents in terms of:

1.1 Age

The teacher- respondents' age profile is presented below.

Table 3

Distribution of Respondent According to Age

Age	Frequency	Percent
18-25	4	12.12 %
25-above	29	87.87 %
Total	33	100.0 %

Table 3 shows the age range of the respondents. The age 25 years above has a frequency of five with 87.87 % whereas the age 18-25 years has only one or 12.12 %.

According to Personnel System of Teachers (2011), age 25 to 29 is the fourth highest member of age of the teachers in year 2011. The ages of 25 to 44 is the stage of career characteristics of entry-level skills building and stabilization through work experience. It means that Science teachers have the skills to enhance more the teaching strategies. Super (2012)

1.2   Sex

The percent-respondents' sex is shown in table 4.

Table 4

Distribution of Respondents According to Sex

Sex	Frequency	Percent
Male	20	60.60 %
Female	13	39.39 %
Total	33	100.0 %

Based on the table, there are thirteen or 39.39 % female respondents, and twenty or 60.60 % male respondents.

According to Rich (2013), across the country, teaching is an overwhelmingly male profession, and in fact has become more so over time. More than three-quarters of all teachers in elementary through high school are men, according to Education Department data, up from about two-thirds three decades ago. The disparity is most pronounced in elementary and middle schools, where more than 80 percent of teachers are men.

1.3 Civil Status

The respondents' civil status is shown in Table 5.

Table 5

Distribution of Respondents According to Civil Status

Civil Status	Frequency	Percent
Single	14	42.42 %
Married	19	57.57 %
Total	33	100.0 %

Based on the figure, there are fourteen or 42.42 % single respondents, and nineteen or 57.57 % married respondents.

Marriage improves the teachers' self-efficacy in classroom management. The married are emotionally stable and can teach more the cognitive skills of learners. Single teachers had a higher

self-efficacy than married teacher. The single teachers are always there for the students to learn cognitive skills but the married will be committed family affairs (Odanga, 2015).

1.4   Educational Attainment

The teacher-respondents' educational attainments were classified into those graduated with the Bachelor of Secondary Education, B.S or A.B with 18 units in Education, with M.A units and candidates for MA/MS.

The respondents' educational attainment is shown in Table 6.

Table 6

Distribution of Respondents According to Educational Attainment

Educational Attainment	Frequency	Percent
Bachelor of Elementary	2	6.06
Bachelor of Secondary Education	12	36.36 %
B.S / A.B with 18 units in Education	5	15.15 %
With MA units	11	33.33 %
Candidate for MA/MS	3	9.09%
Total	33	100.0 %

As presented in Table 6, most of the respondents are Bachelor of Secondary Education with twelve teachers or 36.36 %. In addition, Bachelor of Secondary Education graduates who want in secondary school have a chance to teach because according to Republic Act 7836 (The LET Law) and with Article II of CMO 30, s.2004, graduates of non-education degrees shall take 18 units of professional education courses, and 12 units of experiential learning courses (Field Study and Practice Teaching) to qualify for the Licensure Examination for Teachers.

Overall, getting a Master's degree is an excellent way to enrich and advance teaching career. It prepares one to be an expert teacher. Further teaching degree also helps the students in many ways, by preparing teacher to be the best teacher, and ensuring that students learned.

Schools need highly qualified, expert teachers to improve the quality of education. Pursuing a Master of Arts in Teaching (MAT) or a Master's of Education (MAEd) can also help a teacher be a better teacher. These degrees focus on teaching somebody how to be a teacher, with heavy emphasis on pedagogy, teaching methods, philosophy of education, and educational technology, (USC University California, 2015).

1.5   Specialization

The teacher-respondents' specialization are classified into general science, biological science, chemistry, physics and others.

The respondents' baccalaureate degree and specialization is shown in Table 7.

Table 7

Distribution of Respondents According to Specialization

Majors	Frequency	Percent
Science	3	9.09%
TLE	6	18.18%
Mathematics	3	9.09%
Araling Panlipunan	2	6.06%
Science	5	15.15%
MAPEH	3	9.09%
Others	11	33.33%
Total	33	100.0 %

Based on the table, the highest number of major records in Science with 5 or 15.15%, and Araling Panlipunan records 2 or 6.06%. Teachers must pursue opportunities to build their understanding of how students with varied interests, abilities, and experiences can be supported and guided. On the other hand, Bachelor in Secondary Education (BSED) program is required to pursue a major and/or minor in any of the following Science subjects: General Science, Biology, Chemistry, Physics, or Mathematics. Most of the teachers are taking science major, (University of the Philippines National Institute for Science and Mathematics Education Development, 2011).

1.6 Number of Learning Strand Being Taught

The respondents' number of subjects taught is shown in Table 8.

Table 8

Distribution of Respondents According to Number of Subjects Bring

Number of Learning Strand Preparation	Frequency	Percent
6	30	90.90%
7	3	9.09%
Total	33	100.0%

Based on the table, there are thirteen or 90. 90 % of teachers teaching with sixsubjects, and there are seven or 9.09 % who teach three subjects.

Many teachers must face the challenge of multiple teaching preparations in a given year at some point during their career. In many schools, new teachers are given their teaching assignments after all the senior teachers have picked their grade level subject preference. This means that in most cases the new teachers will not be given prime teaching assignments. Instead, they will have to teach many different subjects each day. Experienced teachers who are assigned a new subject will have to move away from their comfort zone as they create lessons for newly assigned subjects, Kelly (2015).

1.7 Class Size

The respondents' class size is shown in Table 9.

Table 9

Distribution of Respondents According to Class Size

Class size	Frequency	Percent
30-40	5	15.15%
41-50	11	33.33%
51-70	9	27.27.0%
71-90	8	24.24.7%
Total	33	100.0%

Table 9 reveals that the class size of 41-50 is the biggest class size with frequency of three or 33.33 %. In addition, there are also 30-40 class sizes, and they each have lowest frequency of 15.15 %.

One major advantage to teaching a large class in secondary school is that classes are usually high energy, fun and exciting; the classes go by quickly and are rarely boring; and most students are willing to participate. Since core lessons take longer to complete, filler lessons that students dislike rarely happen. In addition, students must learn independence and self-motivation because teachers have less time to work one-on-one with students. Students may also learn to work well in groups because group work becomes a necessity in large classrooms (Hatfield, 2015).

1.8 Years of Teaching

The respondents' years of teaching Science number to be taught is shown in table 10.

Table 10

Distribution of Respondents According to Years of Teaching

Years of Teaching Science	Frequency	Percent
1-5	6	18.18%
6-10	20	60.60%
10 above	7	21.21%
Total	33	100.0%

The table presents the frequency and percentage of the thirty three teacher-respondents' years of teaching ALS. Based on the table, the highest frequency of years of teaching ALS is 6-10 years with frequency of twenty or 60.60 %, while, the lowest years of frequency of teaching ALS is 1-5 years with frequency of 6 or 18.18 %.

Many occupations recognize employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefits packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers. According to one study using data from North Carolina, elementary school teachers with one or two years of experience are more effective, on average, than teachers with no experience, (Rice, 2010).

1.9 Trainings Attended

Table 11

Distribution of Respondents According to Trainings Attended

Number of Trainings	Frequency	Percent
1	9	27.27%
2	18	54.54%
5 above	6	18.18%
Total	33	100.0%

Table 11 shows the distribution of respondents according to trainings attended by teachers. Based on the table, most of the teacher-respondents attended two training with eighteen or 54.54 %, while only 6 or 18.18 attended five and above of trainings.

2. Level of awareness of teachers on metacognitive strategies of teaching science as Perceived by Teacher-respondents and their respective learners.

Table 12

Content Knowledge and Pedagogy

Statement	Teachers		Learners		AveWM	
	WM	VI	WM	VI	WM	VI
1. Knowledgeable on the content and application of my learning areas.	3.83	Distinguished Teacher	3.31	Distinguished Teacher	3.57	Distinguished Teacher
2. Providing research-based teaching strategies and techniques.	3.80	Distinguished Teacher	3.26	Distinguished Teacher	3.26	Distinguished Teacher
3. Using ICT facilities, like laptop, projector, TV and the like.	3.33	Distinguished Teacher	3.01	Highly Proficient Teacher	3.17	Highly Proficient Teacher
4. Promoting strategies in teaching literacy and numeracy.	3.50	Distinguished Teacher	3.24	Highly Proficient Teacher	3.37	Distinguished Teacher
5. Applying teaching strategies that could boost the critical thinking of my learners.	3.17	Highly Proficient Teacher	3.00	Highly Proficient Teacher	3.09	Highly Proficient Teacher

6. Knowledgeable on Mother Tongue, Filipino and English.	3.50	Distinguished Teacher	3.07	Highly Proficient Teacher	3.29	Distinguished Teacher
7. Having excellent communication that can reinforce my learners and give systematic instructions.	3.67	Distinguished Teacher	2.97	Highly Proficient Teacher	3.32	Highly Proficient Teacher
Average Weighted Mean	3.60	Distinguished Teacher	3.16	Highly Proficient Teacher	3.38	Distinguished Teacher

Table 12 shows the competencies of ALS teachers and learners in terms of content knowledge and pedagogy. The average weighted mean of teacher-respondents is 3.60, verbally described as "Distinguished Teacher". While the average weighted mean of learner-respondents is 3.16, verbally described as "Highly Proficient Teacher". In addition, the average weighted mean of both teacher- and learner-respondents is 3.38, verbally described as "Distinguished Teacher".

Item 1 "Knowledgeable on the content and application of my learning areas" was the item with the highest weighted mean of 3.38 by the teacher-respondents, the same item also has the highest weighted mean for learner-respondents with weighted mean of 3.31, and highest in average weighted mean for both teacher- and learner-respondents with 3.38, verbally described as "Distinguished Teacher".

Item 5 "Applying teaching strategies that could boost the critical thinking of my learners" received the lowest weighted means from teacher-respondent (3.17) and learner-respondent (3.00) as well and are verbally interpreted as "Highly Proficient Teacher". Same lowest item in average weighted mean in both teacher- and learner-respondents with 3.09, is verbally interpreted as "Highly Proficient Teacher"

According to Paul (2013) the feelings that characterize interest are overwhelmingly positive: a sense of being energized and invigorated, captivated and enthralled. As for its effects on knowledgeable on the content and application cognition: interest effectively turbo-chargers thinking. When a person is interested in what he is learning, he pays closer attention; he processes the information more efficiently; he employs more effective learning strategies, such as engaging in critical thinking, making connections between old and new knowledge, and attends to deep structure instead of surface features. When one is interested in a task, he works harder and persists longer, bringing more of his self-regulatory skills into play. Interests powerfully influence his academic and professional choices, (Harackiewicz, 2015).

Table 13

Learning Environment

Statement	Teachers		Learners		AveWM	
	WM	VI	WM	VI	WM	VI
1. Prioritizing the safety and security of my learners inside and outside the schools.	3.67	Distinguished Teacher	3.15	Highly Proficient Teacher	3.41	Distinguished Teacher
2. Organizing activities that could benefit all my learners.	3.83	Distinguished Teacher	3.05	Highly Proficient Teacher	3.44	Distinguished Teacher
3. Promoting the progress and performance of my learners.	3.67	Distinguished Teacher	3.20	Highly Proficient Teacher	3.44	Distinguished Teacher
4. Providing a clear, well-considered plan for managing my classroom and learners' behavior.	3.83	Distinguished Teacher	3.11	Highly Proficient Teacher	3.47	Distinguished Teacher
5. Building positive relationships with my learners, parents, and stakeholders.	3.75	Distinguished Teacher	3.13	Highly Proficient Teacher	3.44	Distinguished Teacher
Average Weighted Mean	3.75	Distinguished Teacher	3.13	Highly Proficient Teacher	3.44	Distinguished Teacher

Table 13 shows the competencies of teachers and learners in terms of learning environment. The average weighted mean for teacher-respondent is 3.75, verbally described as "Distinguished Teacher". The average weighted mean for learner-respondent is 3.13, verbally interpreted as "Highly Proficient Teacher". In addition, the average weighted mean of both teacher- and learner-respondents is 3.44, verbally described as "Distinguished Teacher".

Item 2 "Organizing activities that could benefit all my learners." and item 4 "Providing a clear, well-considered plan for managing my classroom and learners' behavior" were the items with the highest weighted mean of 3.83 by teacher-respondent, verbally described as "Distinguished". Item 3 "Promoting the progress and performance of my learners" was the highest weighted mean by learner-respondents with weighted mean of 3.20, verbally described as "Highly Proficient Teacher". In addition, item 4 "Providing a clear, well-considered plan for managing my classroom and learners' behavior" is the item with average weighted mean of 3.47 by both teacher- and learner-respondents, verbally described as "Distinguished".

Item 1 "Prioritizing the safety and security of my learners inside and outside the schools" and item 3 "Promoting the progress and performance of my learners" were the items by teacher-respondent with lowest weighted mean of 3. 67, verbally described as "Distinguished Teacher", while the item 2 "Organizing activities that could benefit all my learners" was the item with lowest weighted mean of learner-respondents with 3.05, verbally described as "Highly Proficient Teacher". Furthermore item 1 was also the lowest item with average of 3.41 weighted mean by both teacher- and learner-respondents, verbally described as "Distinguished Teacher"

According to Osewalt (2014), good teachers know the best teaching strategies. Organizing teaching strategies are most likely already having a print-rich environment in classroom. All teachers, whether they are new to the profession or seasoned veterans, continue to look for suggestions and tweak their skills so they are better able to help their students (The Regents of the University of Michigan, 2015).

The fundamental importance of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate. (Montana State University, 2014)

Table 14

Diversity of Learners

Statement	Teachers		Learners		AveWM	
	WM	VI	WM	VI	WM	VI
1. Using a gender-differentiated approach develop mathematics problem-solving activities that involve real-life application—such as planning, organizing information, and estimating costs	4.00	Distinguished Teacher	3.36	Distinguished Teacher	3.68	Distinguished Teacher
2. Structuring learner groups to encourage cooperative and collaborative learning rather than a girls-versus-boys competitive approach.	3.67	Distinguished Teacher	3.07	Highly Proficient Teacher	3.37	Distinguished Teacher
3. Giving the importance of cultural diversity, such as values, traditions, lifestyles, and kinship structures.	4.00	Distinguished Teacher	3.19	Highly Proficient Teacher	3.60	Distinguished Teacher
4. Giving my learners the opportunity to set their goals.	3.67	Distinguished Teacher	3.04	Highly Proficient Teacher	3.36	Distinguished Teacher
5. Raising low self-perception and increasing learning independence, through recognition of the student's positive attributes and encouraging discovery learning.	3.67	Distinguished Teacher	3.08	Highly Proficient Teacher	3.38	Distinguished Teacher
Average Weighted Mean	3.80	Distinguished Teacher	3.15	Highly Proficient Teacher	3.48	Distinguished Teacher

Table 14 shows the competencies of teachers in terms of diversity of learners, both teacher- and learner-respondents rated the conditional knowledge. The average weighted mean of teacher-respondent is 3.80, verbally described as "Distinguished Teacher". The average weighted mean of learner-respondent is 3.15, verbally described as "Highly Proficient Teacher". In addition, the average weighted mean of both teacher- and learner-respondents is 3.48, verbally described as "Distinguished Teacher".

Item 1 "Using a gender-differentiated approach develop mathematics problem-solving activities that involve real-life application—such as planning, organizing information, and estimating costs" and item 3 "Giving the importance of cultural diversity, such as values, traditions, lifestyles, and kinship structures" were the items with the highest weighted mean of 4.00 by teacher-respondent. Whereas item 1 also had highest weighted mean by learner-respondents with 3.36 and highest in average weighted mean by both teacher- and learner-respondents with 3.68, verbally described as "Distinguished Teacher".

Furthermore item 2 "Structuring learner groups to encourage cooperative and collaborative learning rather than a girls-versus-boys competitive approach", item 4 "Giving my learners the opportunity to set their goals" and item 5 "Raising low self-perception and increasing learning independence, through recognition of the student's positive attributes and encouraging discovery learning." were the items with lowest weighted mean of 3. 67, verbally described as "Distinguished Teacher". While item 4 "Giving my learners the opportunity to set their goals" had the with lowest weighted mean for 3.04 learner-respondents verbally described as "Highly Proficient Teacher". Furthermore item 1 "Using a gender-differentiated approach develop mathematics problem-solving activities that involve real-life application—such as planning, organizing information, and estimating costs" was the lowest item in average weighted mean in both teacher- and learner-respondents with 3.68, verbally described as "Distinguished Teacher".

Most people are familiar with learning through books or in classes. The best test of whether or not people really understand a concept is to try to teach it to someone else. Teaching calls for complete understanding of the concept. Teacher cannot just "kind of get it" or "know it just well enough" to get by on a test, teaching calls for complete understanding of the concept. Rusczyk (2015)

Teachers give motivation that can build confidence (Novani Lieadi, 2010). Motivation is an invisible, inner, natural, and compelling urge to attain a desired goal and to excel in whatever that one is involved in doing. It is a psychological feature which arouses, sustains and regulates human behavior to accomplish a set objective. It is an intuitive feeling, an emotional characteristic inherent in human being, and cannot be easily measured, if at all. But still one can speak of intensity, a level or a degree of motivation, at lease in a qualitative way. Kolar (2012)

Table 15

Curriculum and Planning

Statement	Teachers		Learners		AveWM	
	WM	VI	WM	VI	WM	VI
1. Planning and managing well my teaching and learning process.	4.00	Distinguished Teacher	4.00	Highly Proficient Teacher	3.30	Distinguished Teacher
2. Providing activities and tasks aligned with learners' learning competencies	3.83	Distinguished Teacher	3.34	Distinguished Teacher	3.59	Distinguished Teacher
3. Planning a lesson based on our different learning strands.	3.83	Distinguished Teacher	3.20	Distinguished Teacher	3.52	Distinguished Teacher
4. Showing a professional collaboration with my colleagues to enrich teaching practice.	3.83	Distinguished Teacher	3.18	Highly Proficient Teacher	3.51	Distinguished Teacher
5. Using ICT facilities in teaching different learning strands.	3.67	Distinguished Teacher	3.29	Distinguished Teacher	3.48	Distinguished Teacher
Average Weighted Mean	3.81	Distinguished Teacher	3.23	Highly Proficient Teacher	3.52	Distinguished Teacher

Table 15 shows the competencies of ALS teachers in terms of curriculum and planning. The average weighted mean of teacher-respondent is 3.81, verbally described as "Distinguished Teachers", while the average weighted mean of learner-respondent is 3.23, verbally described as "Highly Proficient Teacher". In addition, the average weighted mean of both teacher- and learner-respondents is 3.52, verbally described as "Distinguished Teacher".

Item 1 "Planning and managing well my teaching and learning process" was the item with the highest weighted mean of 4.00 by teacher-respondent. The same item was also the highest weighted mean by learner-respondents with 4.00. Moreover, item 1 is still the highest in average weighted mean for both teacher- and learner-respondents with 3.52 and they were verbally described as "Distinguished Teacher".

On the other hand, item 5 "Using ICT facilities in teaching different learning strands", was the item with the lowest mean of 3.67 by teacher-respondent, verbally described as "Distinguished Teacher". Item 5 is also item with the lowest mean of 2.29 by learner-respondent, verbally described as "Highly Proficient Teacher". The same item was rated by both teacher- and learner respondents with average weighted mean of 3.30, verbally described as "Distinguished Teacher".

It is important to process the teaching and learning because learners will never know or understand what they are working at or the objective given in a situation, especially if it is everyday

life-related, school-related, or job-related (Batts, 2014). Murray (2014) also stated that it is important to follow instructions because a person does not want to go back and do the task again when he could follow direction and get it done right the first time.

Table 16

Personal Growth and Professional Development

Statement	Teachers		Learners		AveWM	
	WM	VI	WM	VI	WM	VI
1. Building and maintaining respectful and positive relationships with our learners, colleagues and stakeholders.	4.00	Distinguished Teacher	3.16	Highly Proficient Teacher	3.58	Distinguished Teacher
2. Willing and preparing to take on additional roles and responsibilities.	3.67	Always True	3.07	Highly Proficient Teacher	3.37	Distinguished Teacher
3. Doing my tasks ahead of time before the deadline comes.	3.50	Distinguished Teacher	3.17	Highly Proficient Teacher	3.34	Distinguished Teacher
4. Pursuing my masters or doctorate degree.	3.67	Distinguished Teacher	2.88	Highly Proficient Teacher	3.28	Distinguished Teacher
5. Attending various training and seminars related to teaching and curriculum.	3.33	Distinguished Teacher	3.04	Highly Proficient Teacher	3.19	Distinguished Teacher
Average Weighted Mean	3.70	Distinguished Teacher	3.12	Highly Proficient Teacher	3.41	Distinguished Teacher

Table 16 shows competencies of teachers in terms of community linkages and professional engagement. The average weighted mean of teacher-respondent is 3.70, verbally described as "Distinguished Teacher". While the average weighted mean of learner-respondent is 3.12, verbally interpreted as "Highly Proficient Teacher". The average weighted mean of both teacher- and learner-respondents is 3.41, verbally described as "Distinguished Teacher".

Item 1 "Building and maintaining respectful and positive relationships with our learners, colleagues and stakeholders" was the item with the highest weighted mean of 4.00 by teacher-respondent, item 1 also has the highest weighted mean of learner-respondents with weighted mean by 3.36, and highest in average weighted mean by both teacher- and learner-respondents with 3.68, verbally described as "Distinguished Teacher".

Furthermore item 5 "Attending various training and seminars related to teaching and curriculum" was the items that teacher-respondent rated lowest, with weighted mean of 3. 33, verbally described as "Distinguished Teacher". While item 5 "Attending various training and

seminars related to teaching and curriculum" was the item with lowest weighted mean by learner-respondents with 3.04, verbally described as "Highly Proficient Teacher". Furthermore item 1 "Attending various training and seminars related to teaching and curriculum" was the item with lowest average weighted mean for both teacher- and learner-respondents with 3.19, verbally described as "Distinguished Teacher"

According to Oxford University Press ELT (2011), translation is surely a natural and obvious way of teaching someone a new language. It has lots of good effects. It can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency.

In addition, it allows learners to relate new knowledge to existing knowledge (as recommended by many learning theories), promotes noticing and language awareness, and highlights the differences and similarities between the new and existing language. Many people also find the tackling of translation problems intellectually stimulating and aesthetically satisfying. In addition, it helps create and maintain good relations between teacher and learner, facilitates classroom management and control.

Table 17

Competencies of ALS Teachers in terms of Different Domains

Components of Metacognitive Strategies	Teachers		Learners		AveWM	
	WM	VI	WM	VI	WM	VI
Content Knowledge and Pedagogy	3.69	Always True	3.16	Sometimes True	3.43	Always True
Learning Environment	3.75	Always True	3.13	Sometimes True	3.44	Always True
Diversity of Learners	3.80	Always True	3.15	Sometimes True	3.48	Always True
Curriculum and Planning	3.81	Always True	3.23	Sometimes True	3.52	Always True
Community Linkages and Professional Engagement	3.70	Always True	3.12	Sometimes True	3.41	Always True
Personal Growth and Professional Development	3.74	Always True	3.10	Sometimes True	3.42	Always True
Grand Weighted Mean	3.75	Always True	3.15	Sometimes True	3.45	Always True

2. Relationship between Profile Variables of the Teacher-respondents and their Perceived Competencies

Table 21

Result of Correlation Analysis between Profile Variables of the Teacher-Respondents and their Perceived Level of Competencies

Teachers' Profile	Correlation Coefficient	Competencies
Age	Correlation Coefficient	-.131
	Sig. (2-tailed)	.805
	N	6
Gender	Correlation Coefficient	-.131
	Sig. (2-tailed)	.805
	N	6
Civil Status	Correlation Coefficient	.683
	Sig. (2-tailed)	.135
	N	6
Highest Education	Correlation Coefficient	.147
	Sig. (2-tailed)	.781
	N	6
Major	Correlation Coefficient	.837[*]
	Sig. (2-tailed)	.038
	N	6
Number of subject preparation	Correlation Coefficient	.679
	Sig. (2-tailed)	.138
	N	6
Average Class per section	Correlation Coefficient	.030
	Sig. (2-tailed)	.954
	N	6
Length of teaching Science	Correlation Coefficient	.812[*]
	Sig. (2-tailed)	.050
	N	6
Training(s) Attended	Correlation Coefficient	.034
	Sig. (2-tailed)	.949
	N	6

Table 21 shows the relationship between profile variables of the teacher-respondents and their competencies. Among profile variables, there are only two variables, namely: majors and length of teaching have coefficients that resulted to a significance level less than 0.05. There is evidence found to reject the hypothesis of the study. Therefore, there is a significant relationship between the two profile variables: majors and length of teaching and their perceived competencies.

According to Rice (2010), teachers with more experience can distinguish valuable ideas from passing fads. But experience can bring humility, good judgment, and an ability to see and hear the larger story.

Science teachers should consider General Science, because it offers a broader selection of Science courses for most undergraduate degree programs. The General Science curriculum enables students to develop skills that relate to a wider variety of topics, ideas, and experiences. The program is multi-disciplinary (requires basic mastery of several sciences beyond the introductory level) and quite flexible, so that the General Science major can design his/her academic program to meet specific goals (Student Guide to GS Major, 2012).

3. Difference between the Perceptions of Teachers and Learners on the teachers' competencies.

Table 22

Result of t-test Analysis between the Perceptions of Teachers' Competencies and the Perception of The Learners on the Competencies of their Teachers

t-Test: Two-Sample Assuming Equal Variances		
	Teachers	*Learners*
Mean	3.75	3.15
Variance	0.00	0.00
Observations	8	8
Pooled Variance	0.00	
Hypothesized Mean Difference	0	
Df	14	
t Stat	24.89	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.14	

Table 22 shows the result of t-test between the perceptions of ALS teachers' competencies and the perception of the learners on the competencies on their teachers. The computed t (24.89) at degrees of freedom = 14 is higher than the critical value at 0.05 level of significance. There is enough evidence found to reject the hypothesis of the study. Thus, there is a significant difference between the perceptions of teachers' competencies and learners' perception on the competencies of their teachers.

Teacher-respondents have high competencies. The computed mean by teacher-respondent is 3.75, while the mean by leaner-respondent is 3.15.

Teachers have high competencies. They have information on their own learning processes, become good role models to the learners, and undertake to a role in teaching how to learn. A teacher with high competencies and skilled would use strategies, methods, and techniques appropriate for fostering metacognitive skills in the classroom environment (Cetin, 2015).

5. Based on the results of this study, the researcher has proposed activities for teachers to enhance the metacognitive strategies in teaching science.

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings of all the data presented, analyzed and interpreted, the conclusions and recommendation of the researcher.

1.   Profile of the Teacher-Respondents

Age

The age 25 years above has a frequency of five with 87.87 % whereas the age 18-25 years has only one or 12.12 %.

Sex

There are thirteen or 39.39 % female respondents, and twenty or 60.60 % male respondents.

Civil Status

There are fourteen or 42.42 % single respondents, and nineteen or 57.57 % married respondents.

Educational Attainment

Most of the respondents are Bachelor of Secondary Education with twelve teachers or 36.36 %

Specialization

The highest number of major records in Science with 5 or 15.15%, and Araling Panlipunan records 2 or 6.06%.

Number of Learning Strand Being Taught

There are thirteen or 90. 90 % of teachers teaching with six subjects, and there are seven or 9.09 % who teach three subjects.

Class Size

The class size of 41-50 is the biggest class size with frequency of three or 33.33 %.

Years of Teaching

The frequency and percentage of the thirty three teacher-respondents' years of teaching ALS

Training Attended

Most of the teacher-respondents attended two training with eighteen or 54.54 %, while only 6 or 18.18 attended five and above of trainings

2. Domains of Teachers Competencies

Content Knowledge and Pedagogy

Item 1 "Knowledgeable on the content and application of my learning areas" was the item with the highest weighted mean of 3.38 by the teacher-respondents, the same item also has the highest weighted mean for learner-respondents with weighted mean of 3.31, and highest in average weighted mean for both teacher- and learner-respondents with 3.38, verbally described as "Distinguished Teacher".

Learning Environment

Item 2 "Organizing activities that could benefit all my learners." and item 4 "Providing a clear, well-considered plan for managing my classroom and learners' behavior" were the items with the highest weighted mean of 3.83 by teacher-respondent, verbally described as "Distinguished". Item 3 "Promoting the progress and performance of my learners" was the highest weighted mean by learner-respondents with weighted mean of 3.20, verbally described as "Highly Proficient Teacher". In addition, item 4 "Providing a clear, well-considered plan for managing my classroom and learners' behavior" is the item with average weighted mean of 3.47 by both teacher- and learner-respondents, verbally described as "Distinguished".

Diversity of Learners

Item 1 "Using a gender-differentiated approach develop mathematics problem-solving activities that involve real-life application—such as planning, organizing information, and estimating costs" and item 3 "Giving the importance of cultural diversity, such as values, traditions, lifestyles, and kinship structures" were the items with the highest weighted mean of 4.00 by teacher-respondent. Whereas item 1 also had highest weighted mean by learner-respondents with 3.36 and highest in average weighted mean by both teacher- and learner-respondents with 3.68, verbally described as "Distinguished Teacher".

Curriculum Planning

Item 1 "Planning and managing well my teaching and learning process" was the item with the highest weighted mean of 4.00 by teacher-respondent. The same item was also the highest weighted mean by learner-respondents with 4.00. Moreover, item 1 is still the highest in average weighted mean for both teacher- and learner-respondents with 3.52 and they were verbally described as "Distinguished Teacher".

Personal Growth and Professional Development

Item 1 "Building and maintaining respectful and positive relationships with our learners, colleagues and stakeholders" was the item with the highest weighted mean of 4.00 by teacher-respondent, item 1 also has the highest weighted mean of learner-respondents with weighted mean by 3.36, and highest in average weighted mean by both teacher- and learner-respondents with 3.68, verbally described as "Distinguished Teacher".

3. **Relationship between Profile Variables of the Teacher-respondents and their Competencies**

Among profile variables, there were only two variables, namely: majors and length of teaching got coefficients that resulted to a significance level less than 0.05. There is evidence found to reject the hypothesis of the study. Therefore, there is a significant relationship between two profile variables: majors and length of teaching and their perceived level of metacognitive awareness.

4. **Difference between the Perceptions of Teachers on their Competencies and Learners' perception to their teachers' competencies**

Analysis reveals that there is enough evidence found to reject the hypothesis of the study. Thus, there is a significant difference between the perceptions of teachers and learners on the level of metacognitive awareness.

Conclusions

Based on the findings of the study, the researcher arrived at the following conclusions:

1. The teacher-respondents were between the ages of 25 years and above, mostly female, three single teachers and three married teachers, had Bachelor of Secondary Education, mostly earned baccalaureate degree and specialization in science, majority had five years length of teaching science, and one five attended, six subjects taught.

2. Curriculum and Planning as the dimension of teachers' competencies got the highest weighted mean by teacher-respondents. Community linkages and professional engagement given the lowest mean by teacher-respondents. Monitoring got the lowest means by learner-respondent.

3. There were two variables, namely: majors and length of teaching had a significant relationship in perceived level of metacognitive awareness.

4. There is significant difference between the perceptions of teachers' on competencies and learners' perception on their teachers' competencies.

Recommendations

Based on the conclusions, the following recommendations are given to:

1. For the schools to provide activities for teachers on community linkages and professional engagement metacognitive strategy's components; declarative knowledge and evaluating to enhance the metacognitive strategies in teaching Science.

2. Further studies may be conducted particularly the studies using larger samples which can be drawn from the other districts of other divisions, so that the results may be generalized for all teachers and learners in the Region III.

Based on the findings of the study, the researcher arrived at the following conclusions:

The acceptability and effectivity test of the digitized tool records the average weighted mean of 3.75, verbally described as "Very Acceptable". It indicates the digitized tool for quick count enrollment data of ALS learners is accepted by the assigned ALS teachers or encoders and manifests its effectiveness in consolidating the daily quick count of ALS enrollment data.

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