



Influence of Core Competencies, Instructional Practices, Professional Behavior on the ALS Teachers' Work-Life Balance: Basis for a Capacity Building Program

Jaime L Cadang Jr ^{1*}, Ferdinand C Somido ²

¹⁻² University of Perpetual Help System Laguna, Philippines

* Corresponding Author: Jaime L Cadang Jr

Article Info

ISSN (Online): 2582-7138

Impact Factor (RSIF): 8.04

Volume: 07

Issue: 02

March-April 2026

Received: 11-02-2026

Accepted: 09-03-2026

Published: 07-04-2026

Page No: 591-599

Abstract

Educators are pivotal in shaping both the academic and personal growth of learners, particularly within the Alternative Learning System (ALS), where teachers navigate multiple responsibilities that demand professional competence, effective instructional practices, and balanced work engagement. This study examined how core competencies, instructional practices, and professional behavior influence the work-life balance of ALS teachers and informed the development of a targeted capacity-building program. Data were collected from 104 ALS teachers using a researcher-made survey, and analyzed through descriptive and inferential statistics, including weighted mean, Pearson's correlation, and multiple regression analysis. The study assessed teachers' levels of core competencies, instructional practices, professional behavior, and work-life balance, explored the relationships between these variables, and determined their predictive effect on work-life balance. Results revealed that ALS teachers consistently exhibit high levels of core competencies, instructional practices, professional behavior, and work-life balance. Significant positive relationships were observed between all three professional factors and work-life balance, with regression analysis identifying core competencies as the strongest individual predictor. These findings indicate that teachers' professional capacities enable them to meet instructional demands effectively while maintaining personal well-being. High instructional competence reflects the impact of ongoing professional development, and professional behavior fosters supportive learning environments. The study recommends implementing the proposed capacity-building program to further strengthen ALS teachers' competencies, enhance instructional effectiveness, and sustain work-life balance. Such interventions can support teacher well-being, reduce stress, and ultimately improve learner outcomes within the Alternative Learning System.

DOI: <https://doi.org/10.54660/IJMRGE.2026.7.2.591-599>

Keywords: Core Competencies, Instructional Practices, Professional Behavior, Work-Life Balance, Capacity Building Program, ALS Teachers

1. Introduction

Educators are pivotal in ensuring the quality of education, serving not only as facilitators of learning but also as catalysts for personal growth, community development, and social transformation (Darling-Hammond *et al.*, 2021) ^[20]. In the Philippine context, the Alternative Learning System (ALS) plays a critical role in providing education to out-of-school youth, adult learners, and marginalized populations who are excluded from formal schooling (DepEd, 2023a) ^[29]. Unlike regular public-school teachers, ALS facilitators operate under individualized learning plans guided by Individual Learning Agreements and the Recognition of Prior Learning framework, requiring them to manage instructional delivery, administrative duties, community

coordination, and socio-emotional support for learners from disadvantaged backgrounds (PIDS, 2023) ^[64]. These multifaceted responsibilities, compounded by scarce resources, overcrowded classes, and logistical challenges—especially in provincial divisions such as Laguna—exacerbate stress and threaten work-life balance (DepEd Laguna ALS Report, 2023; Inquirer.net, 2024) ^[27, 43].

Globally, alternative education programs face similar constraints, including resource limitations, multi-level teaching, and flexible schedules (Levin & Riffel, 2021; Zwart *et al.*, 2020) ^[48, 82], yet research exploring how these conditions intersect with teacher competencies, instructional practices, and professional behavior remains limited. While studies have examined teacher competencies and instructional effectiveness in formal school settings (Nguyen & Nguyen, 2022; Castillo, 2023) ^[59, 17], evidence specific to ALS teachers is scarce. Moreover, the role of professional behavior in influencing work-life balance—potentially as a mediator or moderator—remains underexplored, highlighting a significant knowledge gap for policy and practice in alternative education contexts.

Conceptually, three interrelated variables are central to understanding ALS teachers' work-life balance. Core competencies include cognitive, technical, interpersonal, and communication skills essential for managing diverse learners and multi-role responsibilities (Boyatzis, 2022; Hallinger & Murphy, 2021) ^[11, 40]. Instructional practices involve planning,

mentoring, guiding, and monitoring learner progress, which are critical determinants of learner outcomes and program success (Darling-Hammond *et al.*, 2021; Robinson *et al.*, 2020) ^[20, 70]. Professional behavior refers to adherence to ethical standards, collaboration, accountability, and engagement in continuous professional development (DepEd, 2020; Leithwood *et al.*, 2020) ^[28, 47].

While studies confirm that teacher competencies and instructional practices influence well-being in formal school settings (Nguyen & Nguyen, 2022; Castillo, 2023) ^[59, 17], empirical evidence specific to ALS teachers is scarce. Furthermore, the role of professional behavior as a mediator or moderator in the relationship between competencies, instructional practices, and work-life balance remains underexplored. These gaps highlight the necessity of context-specific research that accounts for flexible schedules, resource constraints, multi-level instruction, and high emotional labor in ALS teaching environments, particularly within provincial divisions such as Laguna.

This study addresses these gaps by investigating the influence of ALS teachers' core competencies, instructional practices, and professional behavior on their work-life balance. It aims to assess the levels of these variables, examine their

relationships, and inform the development of an Individual Development Plan (IDP) designed to support teacher well-being, professional growth, and instructional effectiveness within the unique ALS environment.

2. Method

This study employed a descriptive-correlational research design to investigate the relationships between core competencies, instructional practices, professional behavior, and work-life balance of ALS teachers. According to Alici and Copur (2021), correlational research is appropriate for examining associations among variables without manipulation, while Astillero (2017) emphasizes its suitability for exploring behaviors, attitudes, and perceptions. The design allowed systematic measurement and statistical analysis of numerical data, supporting deductive reasoning, generalization, and replication of the study (Mohajan, 2020; Wanna, 2022). The descriptive component quantified participants' levels of competencies, instructional practices, and work-life balance, whereas the correlational aspect measured the strength and direction of relationships among these variables, ultimately informing the development of a context-specific Capacity-Building Program for ALS teachers.

The population consisted of 141 ALS teachers across the Schools Divisions of Laguna. Using the Raosoft sample size calculator with a 95% confidence level and 5% margin of error, a representative sample of 104 teachers was selected through stratified proportionate random sampling, with each division treated as a stratum proportional to its teacher population. The researcher arrived with a total of 104 respondents which consist of SDO Biñan (10), SDO Cabuyao City (7), SDO Calamba City (10), SDO Santa Rosa City (10), SDO San Pablo City (20), SDO San Pedro City (10), and SDO Laguna Province (37). Simple random sampling within each stratum ensured unbiased selection, and replacements were drawn systematically for non-respondents. The primary instrument was a researcher-developed questionnaire, validated by experts in Educational Management and ALS, covering four domains: (1) Core Competencies, (2) Instructional Practices, (3) Professional Behavior, and (4) Work-Life Balance. Reliability testing through pilot administration yielded Cronbach's alpha values ranging from 0.879 to 0.974, indicating good to excellent internal consistency across all sections. Evaluation was based on a four-point Likert scale (Table 1), facilitating standardized interpretation of participants' responses.

Levels of teachers' core competencies, instructional practices, professional behavior, and work-life balance of the respondents were measured using the following scales:

Table 1:

Assigned Points	Numerical Range	Categorical Responses	Verbal Interpretation
4	3.25-4.00	Strongly Agree	Very High
3	2.50-3.24	Agree	High
2	1.75-2.49	Disagree	Low
1	1.00-1.74	Strongly Disagree	Very Low

Ethical approval was secured from the Office of the Schools Division Superintendents, and informed consent was obtained from all participants, emphasizing voluntary

participation, anonymity, and data confidentiality. Questionnaires were administered online via Google Forms, and raw data were securely stored and accessed only by the

researcher and statistician. Data analysis employed descriptive statistics (weighted mean) to determine levels of the study variables, Pearson's r to examine relationships, and

multiple regression analysis to assess predictive influences on work-life balance. These statistical procedures ensure that findings are interpretable, replicable, and evidence-based.

3. Results and Discussion

Table 2: Overall Level of Teachers' Core Competencies

	Domains	WM	SD	Interpretation
Skills	Communication Skills	3.76	0.389	Very High
	Cognitive Skills	3.74	0.399	Very High
	Technical Skills	3.66	0.417	Very High
	Instructional Skills	3.77	0.355	Very High
	Interpersonal Skills	3.86	0.309	Very High
Overall		3.76	0.324	Very High

Table 1 presents the overall level of ALS teachers' core competencies across five domains, showing consistently very high scores. Communication (WM = 3.76, SD = 0.389) and instructional skills (WM = 3.77, SD = 0.355) indicate strong ability in conveying knowledge and implementing teaching strategies, while interpersonal skills received the highest rating (WM = 3.86, SD = 0.309), reflecting effective collaboration and learner engagement. The overall weighted mean of 3.76 (SD = 0.324) highlights that teachers possess well-developed competencies essential for managing diverse learners and multi-role responsibilities, suggesting a positive impact on instructional quality and professional effectiveness. The composite findings indicate that ALS

teachers in Laguna demonstrate very high core competencies across all domains, with particular strength in interpersonal and instructional skills. The slightly lower ranking of technical skills suggests an opportunity for capacity-building in ICT and technology-enhanced teaching. Collectively, these competencies enable ALS teachers to deliver inclusive, learner-centered, and effective education, addressing the diverse needs of ALS learners in the province.

In conclusion, the data suggest that ALS teachers' strengths in interpersonal and instructional skills support effective teaching and learner engagement, while targeted support in technical skills can further enhance their overall performance.

Table 3: Overall Level of Instructional Practices

Scale	Domains	WM	SD	Interpretation
Instructional Practices	Curriculum Planning	3.69	0.392	Very High
	Teaching Delivery	3.77	0.409	Very High
	Technology Integration	3.65	0.414	Very High
	Assessment	3.72	0.397	Very High
Overall		3.71	0.334	Very High

Note: Scoring Range: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Table 2 shows the overall level of ALS teachers' instructional practices across four key domains, all rated very high. Teaching delivery received the highest mean score (WM = 3.77, SD = 0.409), indicating strong effectiveness in engaging learners, while assessment practices (WM = 3.72, SD = 0.397) and curriculum planning (WM = 3.69, SD = 0.392) demonstrate solid preparation and evaluation strategies. The overall weighted mean of 3.71 (SD = 0.334) suggests that teachers consistently apply effective instructional practices, which likely contributes to improved learning outcomes and program success in the Alternative Learning System.

The composite findings indicate that ALS teachers in Laguna demonstrate very high instructional practices, with particular

strengths in teaching delivery and assessment. Curriculum planning and technology integration, while strong, present opportunities for enhancement to further optimize instructional quality and inclusivity. Collectively, these practices enable ALS teachers to provide effective, learner-centered, and evidence-based instruction tailored to diverse learner needs.

In conclusion, the data and supporting literature affirm that ALS teachers in Laguna demonstrate very high instructional practices, with notable strengths in teaching delivery and assessment, and opportunities to further enhance curriculum planning and technology integration for more inclusive and effective learning outcome

Table 4: Overall Level of Professional Behavior

Scale	Domains	WM	SD	Interpretation
Professional Behavior	Organizational Commitment	3.75	0.416	Very High
	Professional Commitment	3.79	0.337	Very High
	Organizational Citizenship	3.78	0.370	Very High
Job Involvement		3.78	0.363	Very High
OVERALL		3.78	0.338	Very High

Note: Scoring Range: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Table 3 presents the overall level of ALS teachers' professional behavior, with all domains rated very high. Professional commitment recorded the highest mean ($WM = 3.79$, $SD = 0.337$), reflecting strong dedication to ethical standards and continuous development, while organizational commitment ($WM = 3.75$, $SD = 0.416$) indicates active engagement in institutional goals. The overall weighted mean of 3.78 ($SD = 0.338$) highlights that teachers consistently exhibit exemplary professional behavior, fostering a positive and supportive environment that underpins instructional effectiveness and work-life balance. The composite findings indicate that ALS teachers in Laguna demonstrate very high professional behavior across all

domains, with particular strengths in professional commitment, collaborative practices, and job involvement. The slightly lower score in organizational commitment suggests room for further engagement in organizational initiatives and activities beyond formal responsibilities. Overall, these behaviors contribute to effective school functioning, collaborative culture, and improved learner outcomes.

In conclusion, the data and literature affirm that ALS teachers in Laguna exhibit very high professional behavior, combining dedication, ethical practice, collaboration, and engagement, which collectively enhance teaching quality, school performance, and learner outcomes.

Table 5: Overall Level of Work-Life Balance

Scale	Domains	WM	SD	Interpretation
Work-Life Balance	Work Demands	3.50	0.488	Very High
	Personal Life Demands	3.39	0.647	Very High
	Work-Life Harmony	3.55	0.491	Very High
	Organizational Support	3.48	0.554	Very High
	Time Management	3.62	0.403	Very High
OVERALL		3.51	0.402	Very High

Note: Scoring Range: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Table 4 illustrates the overall level of ALS teachers' work-life balance, with all domains achieving a very high rating. Time management scored the highest ($WM = 3.62$, $SD = 0.403$), indicating that teachers effectively allocate time between professional responsibilities and personal obligations, while personal life demands received the lowest mean ($WM = 3.39$, $SD = 0.647$), suggesting some variability in managing non-work responsibilities. The overall weighted mean of 3.51 ($SD = 0.402$) demonstrates that despite the multifaceted roles and challenges ALS teachers face, they maintain a strong balance between work and personal life, which is essential for sustaining productivity, well-being, and instructional effectiveness. The findings indicate that ALS teachers in the Province of

Laguna exhibit a very high level of work-life balance, with particular strengths in time management and work-life harmony. Although personal life demands and organizational support received relatively lower ratings, they remain at favorable levels, suggesting that teachers are generally coping well with their responsibilities.

In conclusion, the data indicate that ALS teachers demonstrate a very high level of work-life balance, characterized by effective time management, strong work-life harmony, and manageable work demands. These findings underscore the importance of sustaining supportive organizational practices and continuous professional development to maintain and further enhance teachers' well-being and performance

Table 6: Relationship Between the Respondents' Level of Core Competencies and their Level of Work-Life Balance

Independent	Dependent	Pearson's r^a	p -value	Decision	Interpretation ^b
Core Competencies	Work-Life Balance	.610 (strong)	.000	Reject H_0	Significant

Note: ^a Correlation: 0.00–0.19 (very weak); 0.20–0.39 (weak); 0.40–0.59 (moderate); 0.60–0.79 (strong); 0.80–1.00 (very strong) (Evans, 1996). ^b Correlation is significant at $p < .05$.

Table 5 shows a strong positive relationship between ALS teachers' core competencies and their work-life balance ($r = 0.610$, $p < 0.001$), indicating that higher levels of communication, cognitive, technical, instructional, and interpersonal skills are associated with better balance between professional and personal life. The significance level confirms that this relationship is statistically meaningful, rejecting the null hypothesis. This finding highlights the critical role of developing core competencies to support teachers' well-being and sustain their effectiveness in managing both work demands and personal responsibilities. The results imply that higher levels of core competencies among ALS teachers are significantly associated with better work-life balance. This strong positive correlation suggests that teachers who demonstrate higher proficiency in communication, cognitive, technical, instructional, and interpersonal skills are more capable of managing work demands, personal life demands, time management, and

maintaining a balance between work and life.

Practically, teachers with strong core competencies are likely to plan effectively, prioritize tasks, communicate clearly, solve problems efficiently, and manage instructional and administrative responsibilities with less stress. These competencies enable them to cope better with workload pressures, reduce role conflict, and allocate sufficient time for personal and family life, thereby enhancing overall work-life balance.

Based on the data and supporting literature, it can be concluded that core competencies play a significant role in enhancing the work-life balance of ALS teachers. Strengthening teachers' competencies through continuous professional development, targeted training, and institutional support is therefore essential not only for instructional effectiveness but also for promoting teacher well-being and sustainable professional performance.

Table 7: Relationship Between the Respondents’ Level of Instructional Practices and their Level of Work-Life Balance

Independent	Dependent	Pearson’s r^a	p -value	Decision	Interpretation ^b
Instructional Practices	Work-Life Balance	.564 (moderate)	.000	Reject H_0	Significant

Note: ^a Correlation: 0.00–0.19 (very weak); 0.20–0.39 (weak); 0.40–0.59 (moderate); 0.60–0.79 (strong); 0.80–1.00 (very strong) (Evans, 1996). ^b Correlation is significant at $p < .05$.

Table 6 indicates a moderate positive relationship between ALS teachers’ instructional practices and their work-life balance ($r = 0.564$, $p < 0.001$), suggesting that teachers who actively engage in curriculum planning, effective teaching delivery, technology integration, and learner assessment tend to experience better balance between professional and personal responsibilities. The relationship is statistically significant, leading to the rejection of the null hypothesis. This underscores the importance of well-implemented instructional practices in promoting teacher well-being and supporting sustainable workload management. The results indicate that as the level of instructional practices increases, the level of work-life balance of ALS teachers also tends to improve. This moderate correlation suggests that teachers who demonstrate effective curriculum planning, efficient teaching delivery, appropriate technology

integration, and sound assessment practices are better able to manage their professional responsibilities alongside personal and family demands. Effective instructional practices help teachers organize lessons efficiently, maximize instructional time, and reduce unnecessary workload and stress. Consequently, teachers are able to manage time more effectively, experience less work-related strain, and maintain better harmony between work and personal life. Based on the results and supported by relevant literature, it can be concluded that instructional practices are significantly related to the work-life balance of ALS teachers. Strengthening instructional practices through sustained professional development, instructional support, and access to appropriate teaching resources may therefore enhance not only instructional effectiveness but also teachers’ work-life balance and overall well-being

Table 8: Relationship Between the Respondents’ Level of Professional Behavior and their Level of Work-Life Balance

Independent	Dependent	Pearson’s r^a	p -value	Decision	Interpretation ^b
Professional Behavior	Work-Life Balance	.562 (moderate)	.000	Reject H_0	Significant

Note: ^a Correlation: 0.00–0.19 (very weak); 0.20–0.39 (weak); 0.40–0.59 (moderate); 0.60–0.79 (strong); 0.80–1.00 (very strong) (Evans, 1996). ^b Correlation is significant at $p < .05$

Table 7 shows a moderate positive relationship between ALS teachers’ professional behavior and their work-life balance ($r = 0.562$, $p < 0.001$), indicating that higher levels of organizational commitment, professional commitment, job involvement, and organizational citizenship are associated with better management of work and personal responsibilities. The statistical significance leads to the rejection of the null hypothesis. This finding highlights that professional conduct not only enhances instructional effectiveness but also contributes meaningfully to teachers’ overall well-being and ability to maintain work-life harmony. The findings indicate that higher levels of professional behavior are associated with better work-life balance among ALS teachers. This moderate positive correlation suggests that teachers who exhibit strong organizational commitment, professional commitment, organizational citizenship, and job involvement are more capable of managing work

responsibilities while maintaining personal and family life demands. Professional behaviors such as dedication to teaching, adherence to ethical standards, collaboration with colleagues, and active participation in school initiatives can enhance work efficiency and role clarity. These behaviors may reduce work-related stress, improve interpersonal relationships, and foster a sense of purpose and satisfaction, which collectively contribute to improved work-life balance. Based on the findings and supported by relevant literature, it can be concluded that professional behavior has a significant relationship with the work-life balance of ALS teachers. Enhancing professional behavior through supportive leadership, positive organizational culture, and continuous professional development may therefore contribute not only to improved school performance but also to better work-life balance and overall teacher well-being

Table 9: Model Summary of the Combined Predictive Power of Core Competencies, Instructional Practices, and Professional Behavior on the Respondents’ Work-Life Balance

Model	R^2	Adj. R^2	F	df	p -value	Interpretation
1	.377	.358	20.133	3, 100	.000	Significant

Note: Predictors: (Constant), Core Competencies; Instructional Practices, Professional Behavior Dependent Variable: Work-Life Balance

Table 8 presents the combined predictive power of ALS teachers’ core competencies, instructional practices, and professional behavior on their work-life balance. The model shows an R^2 of 0.377 and an adjusted R^2 of 0.358, indicating that approximately 36% of the variance in work-life balance is explained collectively by these three variables. The model is statistically significant ($F = 20.133$, $p < 0.001$), demonstrating that the combined influence of competencies,

instructional practices, and professional behavior is a meaningful predictor of teachers’ ability to manage work and personal demands effectively. The findings imply that work-life balance among ALS teachers is not influenced by a single factor alone, but by the combined effect of professional competencies, instructional effectiveness, and professional behavior. Teachers who demonstrate strong competencies, apply effective

instructional practices, and exhibit positive professional behaviors are more likely to manage work demands, personal life responsibilities, and time effectively.

Although 37.7% of the variance is explained by the model, the remaining variance may be attributed to other factors not included in the study, such as organizational leadership, workload policies, compensation, family support systems, and personal coping mechanisms. Nonetheless, the explained variance is considered substantial in social science research, underscoring the practical importance of the identified predictors.

Table 10: Predictive Power of Core Competencies, Instructional Practices, and Professional Behavior on the Respondents' Work-Life Balance

Predictors	B	SE	Beta (β)	p-value	Decision	Interpretation
Core Competencies	.636	.277	.512	.024	Reject H_0	Significant
Instructional Practices	.160	.200	.133	.424	Fail to reject H_0	Not Significant
Professional Behavior	-.024	.241	-.020	.922	Fail to reject H_0	Not Significant

Note: Dependent Variable: Work-Life Balance

Core competencies have a significant positive predictive effect on work-life balance. This means that for every one-unit increase in core competencies, work-life balance increases by 0.636 units, holding other factors constant. Teachers with higher proficiency in communication, cognitive, technical, instructional, and interpersonal skills are more likely to achieve a healthier work-life balance.

Instructional practices do not significantly predict work-life balance in this model. Although teachers may employ effective curriculum planning, teaching delivery, technology integration, and assessment strategies, these practices alone do not independently influence work-life balance when controlling for core competencies and professional behavior. Professional behavior does not significantly predict work-life balance in this model. While professional behaviors such as organizational commitment, professional commitment, organizational citizenship, and job involvement are valuable for performance, they do not independently exert a measurable effect on work-life balance when core competencies are considered.

The regression model indicates that among the three predictors, only core competencies significantly and positively influence the work-life balance of ALS teachers. This suggests that enhancing teachers' core skills—such as communication, problem-solving, technical proficiency, and interpersonal abilities—is likely the most effective way to improve their ability to manage both professional and personal responsibilities.

The non-significant effects of instructional practices and professional behavior may be due to overlapping contributions with core competencies, suggesting that when core competencies are high, these other factors do not independently explain additional variance in work-life balance.

4. Conclusion

Based on the findings, the following conclusions were made

- The ALS teachers consistently exhibit high proficiency in Core competencies, with strengths observed in communication skills and interpersonal skills. The high competency level implied that teachers are capable of effectively planning, delivering, and managing instructional activities while maintaining collaborative relationships with learners and colleagues. Such findings

Based on the regression results and supporting literature, it can be concluded that core competencies, instructional practices, and professional behavior are significant and meaningful predictors of the work-life balance of ALS teachers. Strengthening these areas through targeted professional development, instructional support, and positive organizational culture may therefore contribute substantially to improving teacher well-being, sustainability, and overall performance in the ALS program.

highlight the readiness of ALS teachers to implement innovative instructional strategies and to respond to diverse learning needs with confidence and professionalism.

- The results of the survey indicate that ALS teachers demonstrate a very high level of instructional practices, particularly in curriculum planning, teaching delivery, technology integration, and assessment. This supports that teachers are highly competent in designing and implementing lessons that effectively engage learners and promote meaningful learning experiences.
- ALS Teachers exhibit a very high level of professional behavior, encompassing organizational commitment, professional commitment, organizational citizenship, and job involvement. This indicates that the participants demonstrate a strong sense of responsibility, adherence to ethical standards, and dedication to both their professions and the learners.
- The survey results indicate that ALS teachers maintain a very high level of work-life balance effectively in work demand, personal life demand, work-life harmony, organizational support, and time management. This suggests that teachers are able to harmonize professional responsibilities with personal well-being, which contributes to sustained productivity, reduced stress, and over-all job satisfaction.
- The findings suggest that core competencies play a crucial role in enhancing the work-life balance of ALS teachers. Teachers with strong competencies are better able to handle workload demands, maintain personal well-being, and achieve work-life harmony.
- Instructional practices contribute significantly to the work-life balance of ALS teachers. Teachers who apply effective and efficient instructional methods can manage workload demands better, reduce stress, and allocate time for personal and family obligations.
- Professional behavior plays a significant role in supporting the work-life balance of ALS teachers. Teachers who actively engage in ethical practices, fulfill responsibilities, collaborate effectively, and show commitment to their professional roles are better able to manage workload and personal obligations.
- Core competencies play a critical and significant role in

enhancing the work-life balance of ALS teachers, whereas instructional practices and professional behavior, when considered together with core competencies, do not independently influence work-life balance. This underscores the importance of teachers' communication, cognitive, technical, instructional, and interpersonal skills in managing both professional responsibilities and personal well-being.

- The proposed Capacity Building Program provides a structured and responsive framework to address identified skill gaps, reinforce professional standards, and support sustainable work-life balance among ALS teachers, while fostering a more resilient, competent, and motivated ALS workforce.

5. Recommendations

Based on the conclusions, the following are hereby recommended:

- Given the high proficiency of ALS teachers in core competencies, it is recommended that the Schools Division Office, ALS Education Program Specialist II, and ALS Focal Person should continue to offer professional development programs that focus on instructional practices and professional behavior.
- Integrate emerging educational technologies and digital pedagogy in continuous professional development is also encouraged to maintain relevance and innovation in instruction.
- Schools and District Offices should implement programs to recognize exemplary professional behavior, fostering motivations and a culture of excellence among teachers.
- Human Resource Development Section of the Schools Division Office should continuously provide support mechanism such as wellness program, counselling services, flexible scheduling, and stress managerial workshops.
- ALS program should implement regular capacity building initiatives focused on strengthening teachers' core competencies. Schools should provide targeted training in communication, instructional strategies, problem-solving, and interpersonal skills to help teachers manage work and personal responsibilities more efficiently.
- ALS teachers should engage in continuous capacity building to enhance their instructional practices, including lesson planning, differentiated instruction, and the use of technology. Schools and educational supervisors should provide guidance, mentoring, and resources to support teachers in implementing best practices effectively.
- ALS schools and supervisors should encourage and recognize professional behaviors among teachers through mentoring, coaching, and capacity building programs. Policies and initiatives that reinforce ethical standards, collaboration, and organizational citizenship should be strengthened.
- ALS schools and the SDO should implement continuous capacity building that specifically strengthen teachers' core competencies, including communication, problem-solving, instructional skills, and interpersonal abilities.
- Adoption of the proposed Capacity Building Program to enhance and enrich the teachers implementing the ALS program
- Future studies may investigate the relationship between high teachers' competencies, instructional practices,

professional behavior, work-life balance, and learners' outcomes to validate these strengths on ALS program success.

Reference

1. Adilon EA, Sabdani-Asiri ML. Teaching strategies of teachers in improving the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu. *Journal of Education and Academic Settings*. 2024.
2. Alog JD, Oco RM. Teachers' professional development and teaching performance: Basis for an intervention plan. *International Journal of Multidisciplinary Research and Analysis*. 2025.
3. Alternative Learning System (ALS) teachers' competence in digital citizenship. *E-SALIKSIK*. 2025.
4. Aquino JM, Culajara CJ, Culajara JPM. Examining the Work-Life Balance of Teacher-Parents in One Secondary School in the Philippines: A Phenomenological Study. *E-Jurnal Penyelidikan Dan Inovasi*. 2023;10(2):158-75.
5. Arribas-Aguilar R. Competency-based leadership in educational supervision: Frameworks and practices. Routledge; 2024.
6. Avola P, Soini-Ikonen T, Jyrkiäinen A, *et al.* Interventions to Teacher Well-Being and Burnout: A Scoping Review. *Educ Psychol Rev*. 2025;37:11.
7. Bagulaya R. Professional learning cycles in Philippine schools: Enhancing supervisory skills. *Philippine Journal of Educational Leadership*. 2024;15(2):45-67.
8. Bakker AB, Demerouti E. The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*. 2007;22(3):309-28.
9. Ballet K, Kelchtermans G. Struggling with workload: Primary teachers' experience of intensification. *Teaching and Teacher Education*. 2009;25(8):1150-7.
10. Bernardo ABI. Teacher well-being and support in Philippine education. *Philippine Journal of Education*. 2019;92(2):15-28.
11. Boyatzis RE. *The competent manager: A model for effective performance*. Wiley; 2022.
12. Cabañero PHV, Llantos MG, Macawili MA, Romantico JA. Teaching capabilities, behavioral competencies, and performance of public school teachers. *International Journal of Research and Innovation in Social Science*. 2025.
13. Cadosales J. Remote coaching and supervision in blended learning contexts. *International Journal of Educational Technology*. 2024;21(3):78-95.
14. Claridad J. Instructional leadership in Philippine schools: Conceptual skills and outcomes. *Philippine Educational Review*. 2024;18(1):12-30.
15. Caparoso D, Paglinawan R. Supervisors' digital competencies and instructional support in hybrid classrooms. *Asian Education Review*. 2024;12(1):34-56.
16. Casingal CP. Competencies and professional development needs of Philippine Alternative Learning System (ALS) teachers: Strategies, challenges, and learning facilitation insights. *Southeast Asian Journal of Agriculture and Allied Sciences*. 2025;5(1).
17. Castillo R. Instructional supervision and teacher performance in Samar public schools. *Philippine Journal of Educational Leadership*. 2023;5(2):45-59.
18. Castro MA. *Meaning-making in teaching: The lived*

- experiences of ALS teachers. *Philippine Social Science Review*. 2022;74(1):45-62.
19. Certo MC. *Supervision Concepts and Skill-Building*. 2nd ed. New York: McGraw-Hill Education; 2019. p. 360.
 20. Darling-Hammond L, Hyler ME, Gardner M. *Effective teacher professional development*. Palo Alto: Learning Policy Institute; 2021.
 21. Day C, Gu Q. Veteran teachers: Commitment, resilience, and quality retention. *Teachers and Teaching*. 2009;15(4):441-57.
 22. Del Rosario JC. Competencies of Alternative Learning System (ALS) learners in English communication: Basis for student development program. *International Journal of Social Sciences and Humanities Research*. 2025;8(3).
 23. Dela Cruz M, Santos P, Lim J. Work-life balance and coping mechanisms of ALS teachers in Luzon. *Philippine Journal of Alternative Education Studies*. 2023;5(1):45-62.
 24. Department of Education (DepEd). *Teacher effectiveness and competencies initiatives*. Manila Bulletin; 2024.
 25. Department of Education. *ALS K to 12 Basic Education Program: Implementing guidelines*. Manila: Department of Education – Philippines; 2020.
 26. Department of Education. *Philippine Professional Standards for Teachers (PPST) 2017–2025* [Internet]. Manila: Department of Education; [cited 2026 Apr 1st]. Available from: <https://www.deped.gov.ph>
 27. Department of Education. *DepEd ALS Report. Workforce and program data for ALS facilitators*. Manila: Department of Education; 2024.
 28. Department of Education. *Philippine Professional Standards for Supervisors*. Manila: Department of Education; 2020.
 29. Department of Education. *Alternative Learning System annual report 2022–2023*. Manila: Department of Education; 2023a.
 30. Department of Education. *MATATAG education reform report*. Manila: Department of Education; 2023b.
 31. Department of Education. *DepEd Memorandum 50, s. 2022. Policies on teacher well-being and professional development*. Manila: Department of Education; 2022.
 32. Eric Rey Q, Pico, Gladys S, Escarlos. Digital Competence and Work Life Balance on Teaching Effectiveness of Long Serving Basic Education Teachers. *International Journal of Research and Innovation in Social Science*. 2025;9(03):3972-8.
 33. Flick U. *Introducing Research Methodology*. Thousand Oaks (CA): SAGE Publications; 2020. p. 224.
 34. Gamboa MM, Quicho R. Instructional practices, professional qualities, and teaching strategies in enhancing reading comprehension: A correlational analysis. *International Journal of Learning, Teaching and Educational Research*. 2025.
 35. Gamboa MM, Quicho R. Instructional practices, professional qualities, and teaching strategies in enhancing learning outcomes. *International Journal of Learning, Teaching and Educational Research*. 2025.
 36. Go C, Eslabon D. Instructional supervision and teacher evaluation: Insights from Philippine elementary schools. *Asian Journal of Education Research*. 2023;11(1):12-25.
 37. Grassby P. Measuring supervisory competencies in educational leadership. *International Journal of Supervision and Mentoring*. 2022;10(4):56-74.
 38. Greenhaus JH, Allen TD. Work–family balance: A review and extension of the literature. In: Quick JC, Tetrick LE, editors. *Handbook of occupational health psychology*. 2nd ed. Washington, DC: American Psychological Association; 2011. p. 165-83.
 39. Guamos L, Jalos R Jr. Instructional supervisory practices in post-pandemic Philippine schools. *Asia-Pacific Journal of Education*. 2023;43(2):145-64.
 40. Hallinger P, Murphy J. *Instructional leadership and school effectiveness*. Springer; 2021.
 41. Hämäläinen R. *Alternative education practices in Finland: Teacher roles and learner engagement*. *Nordic Journal of Education Research*. 2022;66(2):101-20.
 42. He X, Guo R, Abazie H. Conceptual and decision-making skills of school leaders in instructional supervision. *Educational Management Administration & Leadership*. 2024;52(2):225-44.
 43. *Inquirer.net*. *ALS enrollees completion data SY 2023–2024* [Internet]. 2024. Available from: <https://www.inquirer.net>
 44. Jenely P, Olarte, Celso L. Tagadiad. Perceived Instructional Supervision of School Heads, Work-Life Balance of Teachers as Determinants of Their Commitment to Change. *International Journal of Research and Innovation in Social Science*. 2025;9(02):3825-43.
 45. Knight J. *High-impact supervision: Coaching for instructional improvement*. Corwin Press; 2022.
 46. Leteri M, Menon K. Transformational leadership and teacher professional behavior in non-formal education. *Journal of Educational Leadership and Management*. 2025;12(3):45-62.
 47. Leithwood K, Harris A, Hopkins D. Seven strong claims about successful school leadership revisited. *School Leadership & Management*. 2020;40(1):5-22.
 48. Levin B, Riffel J. Alternative education and social equity: Global perspectives. *International Journal of Educational Development*. 2021;83:102403.
 49. Li X, Chen Z, Wang H. Job demands–resources model in educational contexts: Implications for teacher well-being. *Educational Psychology Review*. 2022;34(2):603-26.
 50. Libit JB, Callo EC. Teachers’ Work-life Balance as a Mediator in Instructional Supervision Practices and Organizational Performance. *TWIST*. 2024;19(3):402-11. Available from: <https://twistjournal.net/twist/article/view/384>
 51. Llego MA. Challenges and realities of Alternative Learning System teachers in the Philippines. *Journal of Community Education*. 2018;5(2):32-41.
 52. Lopez V, Abellana A, Orongan R. Work-Life Balance And Instructional Strategies On Workload Management Of Teachers. 2025. DOI: 10.13140/RG.2.2.14811.89121
 53. Lu C, Xu Z, Tian Q. Teachers’ Well-Being and Innovative Work Behavior: A Moderated Mediation Model of Perceived Insider Status and Principal Authentic Leadership. *Behavioral Sciences*. 2025;15(10):1419.
 54. Macugay EB, Basallo RS. Multifaceted roles of ALS teachers: Implications for workload and job satisfaction. *Asia Pacific Journal of Multidisciplinary Research*. 2019;7(4):25-33.
 55. Manila Bulletin. *Teacher workload and stress in public*

- schools [Internet]. 2023. Available from: <https://www.mb.com.ph>
56. Marsh J, Pane J, Hamilton L. Making instructional leadership count: Evidence from classroom-level data. *American Educational Research Journal*. 2021;58(5):1123-52.
 57. Matias F. Classroom observation and teacher development in Philippine public schools. *Philippine Journal of Curriculum Studies*. 2023;14(1):1-21.
 58. Matic-Mijares M. Teaching in flexible learning environments: The case of Philippine ALS implementers. *Philippine Normal University Research Journal*. 2020;21(2):87-103.
 59. Nguyen T, Nguyen L. Teacher competencies and well-being in flexible learning environments. *Journal of Education and Human Development*. 2022;11(2):101-15.
 60. Marchan CB, Tenerife-Cañete JJ, Añora H, Pinili L. Instructional practices and challenges of teachers in supporting special needs students in inclusive settings. *International Journal of Educational Studies*. 2025.
 61. Opesemowo O. Supervisors' digital literacy and blended learning outcomes. *International Journal of Educational Technology in Higher Education*. 2024;21:1-20.
 62. Pasion CA, Paglinawan CE. Emotional labor among Alternative Learning System teachers: A phenomenological study. *International Journal of Education Research*. 2020;8(1):101-20.
 63. PhilStar. ALS teachers face multi-level challenges [Internet]. 2023. Available from: <https://www.philstar.com>
 64. Philippine Institute for Development Studies (PIDS). Challenges in alternative learning systems: Equity and efficiency issues. 2023.
 65. Potane B, Alano M, Ongcachuy J. Developing supervisory skills through coaching and peer networks. *Educational Leadership and Policy Studies Journal*. 2023;18(2):87-103.
 66. Quilala A, Tantiado M. Instructional supervision and teacher efficacy in Bukidnon. *Philippine Educational Review*. 2025;7(1):33-48.
 67. Rahima M. Dalid. Work-Life Balance and Job Satisfaction among Elementary Teachers. *American Journal of Educational Research*. 2025;13(5):287-95. DOI: 10.12691/education-13-5-3
 68. Reyes LH, Dy RJ. Flexible scheduling and teacher well-being in community-based education programs. *Journal of Non-Formal Education in Asia*. 2022;3(1):55-70.
 69. Rogers A. *Non-formal education: Flexible schooling or participatory education?* Springer; 2005.
 70. Robinson V, Lloyd C, Rowe K. The impact of leadership on student outcomes. *Educational Administration Quarterly*. 2020;56(2):3-31.
 71. Rubia-Cunanan RT. ALS teachers' technological, pedagogical and content knowledge and students' performance and attitude: Toward a teacher development framework. *Sprin Journal of Arts, Humanities and Social Sciences*. 2025.
 72. Sanchez L, Medina R, Villanueva C. Digital literacy and teacher work-life balance in alternative learning programs. *Philippine Journal of Educational Technology*. 2022;9(3):33-51.
 73. Scribd. ALS teacher satisfaction and organizational commitment in Misamis Oriental [Internet]. 2025. Available from: <https://www.scribd.com>
 74. Sulistiobudi R. Human relations competencies in instructional supervision. *Journal of Educational Leadership*. 2021;38(3):56-72.
 75. Torres R, Gonzales K. Job resources and stress management among community-based ALS teachers. *Journal of Teacher Education Research*. 2024;11(2):89-107.
 76. UNESCO. *Expanding opportunities: Non-formal education for marginalized learners*. Paris: United Nations Educational, Scientific and Cultural Organization; 2018.
 77. UNESCO. *ICT Competency Framework for Teachers (ICT CFT)*. Paris: United Nations Educational, Scientific and Cultural Organization; 2018 [updated 2024¹].
 78. UNESCO. *AI competency framework for teachers*. Paris: United Nations Educational, Scientific and Cultural Organization; 2024.
 79. Velasco F, Ramos D. Interpersonal skills, professional behavior, and resilience of ALS teachers. *International Journal of Non-Formal Education Research*. 2023;7(2):21-40.
 80. Villacorte R. Instructional supervisory skills and teacher performance in Philippine ALS programs. *Philippine Educational Leadership Journal*. 2023;12(2):23-45.
 81. Villanueva SM, Salazar JL. Administrative demands and stress levels among ALS teachers in rural districts. *DepEd Educational Research Digest*. 2021;13(1):12-20.
 82. Zwart R, Korthagen F, Attema-Noordewier S. *Alternative education in the Netherlands: Teacher competencies and learner engagement*. *Teaching and Teacher Education*. 2020;94:103121.

How to Cite This Article

Cadang JL Jr, Somido FC. Influence of core competencies, instructional practices, professional behavior on the ALS teachers' work-life balance: basis for a capacity building program. *International Journal of Multidisciplinary Research and Growth Evaluation*. 2026 Mar-Apr;7(2):591-599. <https://doi.org/10.54660/IJMRGE.2026.7.2.591-599>

Creative Commons (CC) License

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.