

Teachers' Challenges and Organizational Commitment in the Alternative Learning System of Misamis Oriental

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ABSTRACT: The Alternative Learning System (ALS) strives to deliver quality education and alleviate illiteracy; however, its implementation presents challenges for some teachers, impacting their organizational commitment. This study examined the challenges and organizational commitment of ALS teachers in selected centers within Misamis Oriental during the 2023-2024 school year. The research aimed to describe teacher profiles, identify specific challenges, assess organizational commitment levels, determine if these factors varied across demographics, and explore their interrelationship. Data was gathered from 336 community ALS implementers using standardized and self-constructed questionnaires. Purposive sampling determined the participant number, and a universal sampling method was employed. Descriptive statistics (mean, frequency, standard deviation), Pearson's correlation (r), and t-tests were utilized for analysis. Findings indicated that ALS teachers in Misamis Oriental are mainly young, married women with 4-6 years of experience, actively involved through training and innovative teaching. They reported high challenges related to job placement. Regarding organizational commitment, teachers showed strong affective commitment. The study revealed a significant correlation between challenges like job placement, work assignments, volunteerism, resource scarcity, and monitoring, and their organizational commitment (affective, continuance, and normative). A correlation also existed between teacher-respondents' difficulties in ALS and their commitment, with job placement, work assignment, volunteerism, lack of resources, and monitoring influencing commitment. Recommendations include ALS teachers developing creative strategies, focusing on student welfare, and enhancing commitment through professional growth and satisfaction. Collaboration among District ALS Focal Persons, mobile teachers, and CAIs is crucial for improving organizational effectiveness and teacher commitment via accessible professional development.

KEYWORDS: organizational commitment, teachers' challenges

I. INTRODUCTION

The Alternative Learning System (ALS) teachers of Misamis Oriental face many issues and challenges that impact their organizational commitment. These challenges range from resource constraints, inadequate training, and heavy workloads to limited professional development opportunities and insufficient support systems. Understanding how these challenges influence the commitment levels of ALS teachers is crucial for improving teacher retention, job satisfaction, and overall effectiveness in delivering quality education through the ALS program. By addressing these challenges and enhancing organizational commitment, the educational landscape for ALS teachers in Misamis Oriental can be transformed, leading to a more engaged and dedicated teaching workforce that benefits the students and communities they serve.

The Alternative Learning System has emerged as a vital educational avenue, providing opportunities for individuals with limited access to formal education. In the 2nd Congressional District of Misamis Oriental, ALS teachers face numerous challenges in their commitment to delivering quality education. Understanding these challenges and their impact on organizational commitment is crucial for enhancing the ALS program's effectiveness and supporting ALS teachers' professional growth. This introduction provides an overview of the recent studies conducted on the challenges faced by ALS teachers in the district and explores the relationship between these challenges and their organizational commitment.

ALS teachers encounter various challenges in their professional journey. Limited resources pose a significant obstacle, as they often have to work with inadequate teaching materials, limited technology, and insufficient funding. This scarcity of resources hampers their ability to provide quality education and cater to the diverse needs of their students (Huguet et al., 2021). ALS teachers often lack support from the education system, including limited training opportunities, inadequate supervision, and

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minimal professional development programs. This lack of support can impact their motivation and commitment to their educator role.

Given the importance of education to the growth of both individuals and society, educators are at the forefront of this revolutionary movement. Teachers must be committed to their profession and the organization to create a positive learning environment and provide high-quality education (Meyer & Allen, 2021).

However, due to a dearth of research, it is difficult to comprehend the context of teachers' organizational commitment and job satisfaction in the 2nd congressional district of Misamis Oriental. In the Philippines, a non-formal education program called the Alternative Learning System attempts to give marginalized people unable to finish their official education access to educational possibilities. By giving guidance and assistance to students who frequently encounter a variety of obstacles, ALS teachers are essential to the program's success. It is important to comprehend the determinants that impact ALS teachers' job happiness and organizational commitment to guarantee both their efficacy and the program's overall triumph.

Studies have indicated a strong correlation between job happiness and organizational commitment, which can substantially affect employee retention and performance. Finding out how committed and satisfied ALS instructors are with their jobs is crucial since they deal with difficulties such as low resources, significant student attrition, and complicated learning requirements. By identifying the elements that impact their commitment and satisfaction, appropriate treatments and techniques can be devised to assist ALS teachers and improve the program's efficacy (Algarni & Alemeri, 2023).

A complex relationship was found between emotional intelligence, job satisfaction, organizational commitment, and job performance. Emotional intelligence is negatively correlated with job satisfaction but positively correlated with job performance. Job satisfaction and organizational commitment are negatively correlated, without a significant correlation to job performance. The study proposes recommendations to improve job satisfaction and performance, including promoting gender diversity, supporting early-career teachers, fostering an inclusive curriculum, encouraging continuous professional development, reducing workload and administrative burdens, enhancing supervisor fairness, improving promotion prospects and recognition, optimizing working conditions, fostering positive co-worker relationships, and further research. These recommendations can enhance job satisfaction, improve performance, and improve student outcomes (Sacramento, 2023).

Meyer and Herscovitch (2020) also found that affective commitment is a strong predictor of job satisfaction, indicating that people who have an emotional investment in their company are more likely to be content with their jobs. The results underscore organizational commitment's significance in cultivating employee work satisfaction.

The commitment of ALS teachers to their organization significantly affects their job satisfaction, motivation, and performance. Factors such as job engagement, a supportive workplace, and acknowledgment shape this commitment. Job engagement mirrors teachers' passion and dedication in their roles, with increased engagement correlating with more substantial organizational commitment. A nurturing environment with resources, effective communication, growth prospects, and recognition enhances teachers' sense of belonging and commitment.

This study made use of Meyer and Allen's organizational commitment Theory, which focuses on how employees perceive themselves within their organization. It recognizes that the relationship between employees and their employers is multifaceted, considering various factors. Organizational commitment is categorized into three types: affective, continuance, and normative commitment, which in industrial and organizational psychology are seen as different stages of commitment.

Meyer and Allen's Organizational Commitment Theory, introduced in 1991, is a seminal framework that has significantly influenced the understanding of employee commitment within organizations. The theory posits that organizational commitment is a psychological state that reflects the relationship between an employee and their organization. It comprises three components: affective, continuance, and normative commitment (Al-Jabari & Ghazzawi, 2019).

The primary objective of this research was to examine the evolution of the commitment concept from the side-bet theory to three conceptual models. This required illustrating side bets, commitment as an affective reliance, and the many viewpoints on organizational commitment, such as moral, calculative, and alienating attachment. The O'Reilly and Chatman Model from 1986 and Allen and Meyer's three-component conceptualization model of organizational commitment from 1990 were also discussed. These discussions are intended to increase knowledge of commitment and assist managers and employers in encouraging employees' loyalty to their organizations in order to increase output.

These three factors work together to determine an individual's overall commitment to the company, according to Meyer and Allen's theory, which has been widely applied in research and practice to understand and predict employee behaviors like job performance, turnover, and organizational citizenship. It offers a useful framework for organizations to evaluate and improve employee commitment levels, which increases engagement, retention, and overall organizational effectiveness.

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Overall, the knowledge of employee commitment in organizational contexts has advanced thanks in large part to Meyer and Allen's Organizational Commitment Theory. For companies looking to develop a devoted and engaged workforce, the theory provides insightful information by emphasizing the multifaceted character of commitment and the variables that affect it.

II. METHODOLOGY

This study used the descriptive correlational method of research, which enables the researcher to collect information about the existing condition. The primary objectives and goals of this research are to describe the nature of the event as it occurs during the study and to analyze the causes of specific occurrences.

The researcher used a descriptive correlational research design to measure Organizational Commitment and challenges among Alternative Learning System Teachers in the 2nd Congressional District of Misamis Oriental during the school year 2023-2024. This design is ideal for taking a momentary picture of data, which was used in this study. In the 2nd Congressional District of Misamis Oriental, information was collected from a representative sample of public-school teachers. A self-administered questionnaire, a commonly used tool for gathering responses from study subjects, was filled out by participants to get this data.

To compile as much information as possible about the current situation, this study uses a descriptive research methodology. First, to illustrate and comprehend the emergent character of the phenomenon under investigation during the study period, and second, to investigate the underlying reasons for these occurrences. These are the two main goals. This study employs a descriptive correlational research design. The primary aim is to investigate the relationship between the independent variable, the organizational commitment of the Teachers, and the dependent variable, the challenges of the teachers. This research design is chosen for its utility in achieving the study's objectives, specifically in determining the association between organizational commitment and challenges among the teachers in West Misamis Oriental.

A questionnaire was administered to gather data, as it offers a quantitative data collection method, yielding numerical evidence, facts, and information. Using a questionnaire provides the advantage of efficiently reaching many individuals. This selection simplifies data collection for the researcher. By utilizing these tools and methods, the study aims to comprehensively understand the relationships between organizational commitment and challenges in the chosen educational institutions in the 2nd Congressional District of Misamis Oriental. This research design allows for a systematic and structured exploration of these crucial aspects, potentially shedding light on the interplay between them.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of teachers' challenges in ALS in terms of job placement, work assignment, volunteerism, resources, and monitoring?

Table 1. Summary Distribution of the Respondents' Level of Challenges in ALS

Variable	Mean	SD	Interpretation
Job Placement	3.43	0.49	Highly Challenged
Work Assignment	3.37	0.48	Highly Challenged
Volunteerism	3.39	0.48	Highly Challenged
Resources	3.41	0.48	Highly Challenged
Monitoring	3.38	0.47	Highly Challenged
Overall	3.39	0.48	Highly Challenged

Legend: 3.26-4.00 Strongly Agree/Highly Challenged 1.76 – 2.50 Disagree/Slightly Challenged

2.51-3.25 Agree/ Challenged

1.00-1.75 Strongly Disagree/Not Challenged

Table 1 illustrates the distribution of the summary of the respondents' level of challenges in ALS with an overall mean of 3.39 (SD=0.48), interpreted as Highly Challenged. This means that, on average, ALS instructors have severe challenges in their roles. This further means that the level of difficulty encountered by various teachers varies significantly. This implies that some teachers may have much more difficulty than others, while others may face fewer obstacles. While higher job placements often come with less demanding work assignments, this can lead to a decline in organizational commitment among ALS teachers. This is because they may feel undervalued and unmotivated, decreasing their dedication to the organization. ALS teachers face job placement, work experience, volunteerism, resources, and monitoring challenges. Job placement is challenging due to specific skills, work experience may not be transferable, volunteerism is time-consuming, and resources are limited. Monitoring student progress is challenging due to diverse needs and a lack of standardized assessments. As observed, teachers in the ALS program will discover that these discoveries significantly affect their daily work.

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It is noted that ALS teachers face numerous challenges because they work as Community ALS Implementers or volunteer teachers. These challenges include finding suitable job placements for students, managing a variety of work assignments, encouraging volunteerism, overcoming resource constraints, and ensuring efficient monitoring. These challenges may directly impact their sense of fulfillment and dedication to their roles. Even though they do not receive a minimum salary, these educators are dedicated to their work and give the Department of Education their best.

The study by Ehora and Guillo (2019) found that ALS teachers face challenges such as a lack of learning facilities and materials, difficulty in integrating learning competencies, absenteeism, and unstable peace and order. These issues are slightly serious in assessment, evaluation, content, and instruction, but serious regarding resources. The top problem ALS teachers face is the lack of learning facilities and materials, regardless of their educational attainment, experience, or training. A unified strategic plan was developed to address these problems and improve the implementation of ALS programs.

The study showed that the higher the job placement, the lower the work assignment of challenges in ALS. Djarati et. al. (2024) state that higher job placements often come with lower-demanding work assignments. The study concludes that better performance results from effective leadership and motivation and from appropriately matching work duties to people's educational levels. The greater dedication to proper job placement leads to fewer work assignments, which shows that a more significant commitment to the correct job placement really improves employee performance. Careful and planned deployment combined with strong leadership improves overall performance and work completion. This is because they may feel undervalued and unmotivated, decreasing their dedication to the organization. ALS teachers face job placement, work experience, volunteerism, resources, and monitoring challenges. Job placement is challenging due to specific skills, work experience may not be transferable, volunteerism is time-consuming, and resources are limited. Teachers face significant challenges in their roles, including limited career opportunities, a lack of recognition, and insufficient educational assistance. To improve working conditions and effectiveness, policymakers and program administrators should raise awareness, implement targeted job placement programs, and advocate for better working conditions. ALS graduates' employability is also affected by these issues.

The variable, Job Placement, obtained the highest mean score of 3.43 (SD=0.49), interpreted as Highly Challenged. This means that job replacement is viewed as more difficult than other components of the ALS teaching experience. This implies that ALS teachers have difficulty finding and keeping steady employment, possibly due to limited career possibilities, a lack of acknowledgment for their skills, or insufficient support from the education system. This further implies that ALS teachers are experiencing significant obstacles in finding and maintaining suitable employment. As observed, this situation could have a detrimental impact on the quality and continuity of ALS programs, as it may lead to teacher turnover, inadequate staffing, and ultimately, a decline in the quality of education provided to learners. Addressing this challenge requires a multifaceted approach, including increased awareness of the value of teachers, development of targeted job placement programs, and advocacy for improved working conditions and career pathways for teachers. Volunteer teachers may be more prone to leave their roles because of a lack of job stability and prospects for promotion. This high turnover rate can potentially undermine the continuity of ALS programs and affect students' learning experiences. An ALS teacher's primary goal is to secure permanent employment as a regular public-school teacher.

This study, using Parsons' Job-Fit Theory, examined the employability of ALS graduates by comparing their skills to those demanded by the labor market. The research found that ALS graduates possess skills comparable to those with formal education, suggesting they are competitive in the job market. However, the study's focus on employability highlights ALS teachers' challenges in securing and maintaining stable employment. While ALS graduates demonstrate strong skills, the lack of recognition and support for ALS teachers in the job market may hinder their ability to find suitable positions, thus impacting the overall success of the ALS program and the career prospects of its graduates (Flores, 2022).

On the contrary, the variable, Work Assignment, obtained the lowest mean of 3.37 (SD=0.48), indicating Highly Challenged. This means that the Alternative Learning System in the Philippines provides quality education to those unable to attend traditional schools through various methods like customized materials, community classes, and online platforms. This implies the Alternative Learning System (ALS) plays a crucial role in the Philippine education system by providing quality basic education to individuals who have not had the chance to attend traditional schools. As observed, ALS implementers, often teachers or educators, deliver this instruction through diverse methods, including customized learning materials, community classes, and online platforms. These implementers carefully design assignments to meet each ALS student's specific needs and learning styles, focusing on improving their literacy, numeracy, and life skills.

By completing these assignments, students are actively contributing to their educational success, which can lead to obtaining a basic education certificate, enhancing their job prospects, and gaining a deeper understanding of the world around them. They tailor assignments to meet the unique needs and learning styles of each ALS student, focusing on improving literacy, numeracy, and life skills. Completing these assignments is key to achieving the program's goals, which include obtaining a basic

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education certificate, enhancing employment opportunities, and fostering a deeper understanding of the world. By completing these tasks, students are actively contributing to their educational success.

As observed, ALS teachers encounter considerable problems in obtaining and maintaining relevant work assignments. To address this issue, it is vital to prioritize measures that support ALS teachers' professional development, recognize their contributions to the school system, and provide opportunities for them to gain relevant job assignments. These efforts will help not only teachers, but also the entire success of the program and the educational well-being of students. The low mean score for work experience among ALS teachers most likely reflects the difficulties they confront in obtaining and keeping relevant experience. These difficulties result from issues such as limited professional growth possibilities, a lack of acknowledgment of their skills, and insufficient support from the school system. For example, a volunteer teacher who has been teaching for years may lack formal certification or the opportunity to earn official teaching experience, limiting their capacity to secure paid roles or develop in their profession. Because of the absence of formal recognition and limited employment opportunities, they may struggle to develop a strong work experience portfolio, resulting in a low mean score.

The study by Lozada (2022) examined the job performance of district ALS implementers and their relationship with the ALS program achievement. It found that the implementers, mostly females, had varied experiences and training levels. Their job performance was satisfactory and positively correlated with their literacy achievement. The study concluded that the program is well-managed and effective in achieving teaching objectives. It recommended providing a functional staff development program for implementers, strict enforcement of policies, and increasing incentives for commitment to the program.

Problem 2. What is the level of teachers' organizational commitments based on affective, continuance, and normative?

Table 2. Summary Distribution of the Respondents' Level of Organizational Commitment in ALS

Variable	Mean	SD	Interpretation
Affective	3.04	0.70	Committed
Continuance	3.00	0.68	Committed
Normative	3.01	0.67	Committed
Overall	3.01	0.68	Committed

Legend: 3.26-4.00 At all Times/Highly Committed 1.76 – 2.50 Sometimes/Slightly Committed
2.51-3.25 Most of the Time/Committed 1.00-1.75 Never/Not Committed

Table 2 shows the distribution of the summary of the respondents' level of organizational commitment with an overall mean of 3.03 (SD=0.68) and interpreted as Committed. This indicates that respondents have a moderate level of commitment as ALS educators. This further means that, while most respondents are dedicated to their organizations, the strength of this commitment varies, as represented by the standard deviation. This implies that many educators are committed to their responsibilities; a smaller group may be less committed. This further implies that dedication is critical to the stability and effectiveness of the ALS program, as dedicated educators are more likely to go above and beyond in their duties, resulting in more significant outcomes for students. As observed, the higher the affective commitment among ALS teachers, the lower their continuance commitment tends to be. This shows that even though ALS teachers might have a strong emotional connection to their work and the students they teach, reasons like a lack of opportunities for career advancement, low pay, and a lack of appreciation for their contributions may make them less inclined to remain in their jobs. Due to these difficulties, ALS teachers may be less likely to remain committed, which could result in a greater turnover rate. Some educators may have a strong, unwavering commitment, while others may experience variations due to factors such as job satisfaction, workload, or personal situations. While some educators are consistently dedicated to their responsibilities, others may suffer changes in their commitment levels due to job satisfaction, workload, personal issues, or a misalignment of personal ideals with the organization's objectives.

ALS teachers are committed, which could be explained by a volunteer ALS teacher who is deeply invested in their students' achievement despite lacking formal recognition or a paid position. They may go above and beyond by creating materials or looking for resources for their students. Despite the limitations of their situation, this dedication contributes to the overall "committed" result. However, the standard deviation suggests that some teachers may be less committed due to undervaluation, low resources, or a lack of professional growth opportunities. These variations highlight the necessity of recognizing educators' varied experiences and motivations to establish a supportive environment that develops a sense of belonging and purpose for everybody. The study explores the relationship between participative leadership, organizational support, commitment, culture, and organizational citizenship behavior in higher education institutions. It found that the quality of work life plays a crucial role in

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shaping organizational citizenship behavior. The research suggests that factors like participative leadership, organizational support, commitment, and culture are essential job resources, enhancing employee well-being. The study recommends fostering organizational citizenship behavior and quality work life through initiatives like participative leadership, support programs, and supportive culture (Osman & Yatam, 2024).

The study showed that the higher the affective, the lower the continuance of the organizational commitment of ALS teachers. As posited by Tugade and Arcinas (2023), the study ascertained the connection between work engagement, personal traits, organizational commitment, and job happiness. The findings indicated that employee happiness and engagement were positively significant, job satisfaction and engagement were high, and organizational commitment was modest. It was discovered that factors like age, wealth, and position were important.

The variable Affective obtained the highest mean score of 3.04 (SD=0.70), interpreted as Committed. This means that teachers with high affective commitment are devoted to their work and have a close bond with faculty, students, and the school community. This further means that they are more likely to be devoted to their work, go above and above in their teaching, and find fulfillment in it. This implies that there is a strong sense of commitment among ALS educators, particularly in the form of affective commitment, which is characterized by emotional attachment to the organization. This further implies that emotional connections translate to lower turnover rates, as educators who feel emotionally invested are less likely to seek employment elsewhere. As noted, affective commitment often leads to greater job satisfaction, as educators find meaning and purpose in their work, positively impacting their performance and well-being. ALS teachers have an emotional connection to their work and the organization. This turns into a strong sense of identity and purpose. A volunteer ALS teacher, for example, may be emotionally invested in seeing their students succeed even though they are not paid. This emotional attachment strengthens their commitment and makes them less likely to abandon their position, assuring stability and continuity in the ALS program. Empathetic, helpful, and open leaders can help instructors feel more connected to the organization. Leadership styles that prioritize trust and appreciation can dramatically increase affective commitment. Empathy and respectful leadership foster a supportive work environment for educators, fostering trust and collaboration. Recognition of educators' contributions enhances job satisfaction, motivation, and commitment. Affective commitment, reflecting employees' emotional attachment, motivates educators to exert extra effort despite challenges (Gentry, 2024).

On the contrary, the indicator, Continuance, obtained the lowest mean of 3.00 (SD=0.68), interpreted as Committed. This means that a teacher does not feel firmly attached to their job due to the perceived benefits of staying. This means further that teacher can feel less committed to their jobs since they do not see many rewards or believe that quitting would not have any serious repercussions. This implies that organizations should focus on retention strategies beyond job security and benefits, enhancing intrinsic motivators like professional growth and recognition. As observed, teachers feel moderate attachment to their current roles due to job security, benefits, and the effort to find alternative employment. They may not feel obligated to their position due to the perceived advantages, but may remain due to external factors such as cost or convenience. ALS teachers may remain due to the rewards of serving students, even if they receive no money or inadequate support. Organizations should prioritize professional development opportunities, recognition, and a supportive work environment to build a more incredible feeling of dedication. Promoting a healthy work-life balance and flexible work arrangements can enhance job satisfaction.

According to Van Der Werf (2023), continuance commitment in organizational settings revolves around employees' intentions to remain with an organization, often driven by practical considerations rather than emotional attachment. This type of commitment is influenced by factors such as pension benefits, job security, and the perceived effort required to secure alternative employment. Employees who perceive significant costs or risks associated with leaving their current position may develop a continuance commitment as they weigh the pragmatic benefits of staying against change uncertainties. Unlike affective commitment, which is rooted in emotional connection and alignment with organizational values, continuance commitment reflects a more calculated decision-making process shaped by perceived costs and benefits in the employment context.

Problem 3. Is there a significant relationship between the teacher's challenges in ALS and their organizational commitment?

Table 3. Test Results on the Relationship Between the Teachers' Challenges in ALS and Their Organizational Commitment

Challenges in ALS	Organizational Commitment			Overall Result
	Affective	Continuance	Normative	R-value
	R-value	R-value	R-value	P-value
	P-value	P-value	P-value	Interpretation
	Interpretation	Interpretation	Interpretation	

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Job Placement	0.313	0.294	0.384	0.327
	0.000	0.000	0.000	0.000
	S	S	S	S
Work assignment	0.187	0.19	0.202	0.218
	0.000	0.000	0.000	0.000
	S	S	S	S
	0.315	0.278	0.303	0.308
Volunteerism	0.000	0.000	0.000	0.000
	S	S	S	S
Lack of Resources	0.276	0.218	0.217	0.270
	0.000	0.000	0.000	0.000
	S	S	S	S
	0.363	0.241	0.28	0.328
Monitoring	0.000	0.000	0.000	0.000
	S	S	S	S

Legend: Ho is rejected if Significant (S)

Ho is accepted if Not Significant (NS)

Table 3 indicate a strong connection between respondents' challenges in ALS and job satisfaction among respondents in the ALS program, especially when considering the challenges they face. Overall, the respondents' challenges in ALS in terms of job placement, work assignment, volunteerism, lack of resources, and monitoring showed a significant relationship between their organizational commitment based on affective, continuance, and normative as indicated by the R-value, and p-value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that these teachers' commitment to their duties within the ALS program significantly affects the challenges they face in areas such as job placement, work assignments, volunteers, resource availability, and monitoring. As noted, teachers in the ALS program will find that these findings significantly impact their day-to-day work. Their sense of fulfillment and dedication to their roles may be directly impacted by the difficulties they face, including finding appropriate job placements for students, handling a variety of work assignments, promoting volunteerism, overcoming resource constraints, and guaranteeing efficient monitoring. The study finds that ALS teachers encounter many difficulties because they work as Community ALS Implementers or volunteer teachers.

The Alternative Learning System, in terms of monitoring challenges, requires investment in resources, training, and communication to foster commitment, empower every learner, motivate teachers, and support school heads in achieving program goals. Despite their position as volunteer teachers, especially for CAIs, these teachers are committed to their work and give their all to the Department of Education. They are dedicated because they believe that volunteering will open doors for them to join the department and advance in their career. This commitment shows their love of learning and readiness to conquer obstacles to further their careers. Their dedication is unshakable despite the significant obstacles they confront. This circumstance emphasizes how these volunteer teachers require better assistance and acknowledgment. They can maintain their commitment and enhance the work environment by offering sufficient resources and professional development opportunities.

In addition, affective commitment is the highest of the three organizational commitment variables among ALS teachers, according to the study. This suggests that teachers' emotional commitment to their jobs results in more sophisticated conduct and increased commitment. Teachers' traits and abilities continue to evolve as they complete more years of service. There are many difficulties in managing ALS students. Therefore, educators must be creative and resourceful. It can be challenging for ALS teachers to locate relevant educational resources for their pupils. They must find worksheets, lessons, and modules appropriate for their students' skill levels. This devotion shows their determination to deliver high-quality instruction despite their challenges.

The study by Tugade and Arcinas (2023) analyzed employee data to determine the relationship between work engagement, personal characteristics, organizational commitment, and job satisfaction. Results showed high engagement and job satisfaction, moderate organizational commitment, and a strong positive correlation between engagement and employee happiness. Factors such as age, position, and income were significant.

Further, the teachers' challenges in ALS regarding job placement showed a significant relationship between their organizational commitment based on affective, continuance, and normative. This means that challenges related to job placement directly influence how teachers feel about their work, their willingness to stay in their roles, and their sense of obligation to the ALS program. This suggests that successful job placement is crucial in fostering a positive and fulfilling work environment for ALS teachers. As observed, teachers need to feel supported in their efforts to help students transition into the workforce, and the program should provide resources and strategies to overcome obstacles related to job placement.

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Teachers' emotional attachment to the organization fades when they struggle to secure suitable job opportunities. The perceived costs of leaving impact continuity commitment, and normative commitment is weakened if the program does not adequately support teachers. Addressing these challenges can enhance teacher commitment and satisfaction, creating a more positive work environment (Chigeda et al., 2022).

The teachers' challenges in ALS regarding work assignment showed a significant relationship with their organizational commitment based on affective, continuance, and normative. This means that these individuals' level of commitment to their positions within the ALS program is greatly impacted by the challenges they face in areas such as workload, task diversity, and assignment alignment with their skills and experience. The challenges identified, such as feeling overwhelmed by the workload, experiencing a lack of variety in their assignments, or feeling that their skills are not fully utilized, can directly impact their sense of satisfaction and commitment to their roles. These feelings can lead to burnout, decreased motivation, and a reduced sense of purpose in their work.

Addressing these challenges is crucial for improving teacher morale, fostering a more positive work environment, and ultimately enhancing the effectiveness of the ALS program. As observed, this could involve providing teachers with more support in managing their workload, offering opportunities for professional development to expand their skills and knowledge, and ensuring that assignments are aligned with their expertise and interests (Lalanan & Oco, 2025). By addressing these challenges, the ALS program can create a more positive and motivating work environment for teachers, leading to greater job satisfaction and a more substantial commitment to the program's goals.

This study examines the impact of organizational commitment on university school teachers' performance and productivity. Data was collected from 31 teachers in Mexico using validated questionnaires. The findings reveal challenges in commitment to school, work, and colleagues. Job satisfaction and organizational commitment are significant, with continuous commitment having the highest mean value. The study can guide future intervention plans to understand better teachers' situations and the school environment (Perez et al., 2024).

For the teachers' challenges in ALS regarding volunteerism, there was a significant relationship between their organizational commitment based on affective, continuance, and normative. This means that difficulties in recruiting, managing, or motivating volunteers directly affect how teachers feel about their work, their willingness to stay in their roles, and their sense of obligation to the ALS program. This implies the importance of addressing volunteer-related challenges to foster a more positive and supportive work environment for ALS teachers. As observed, teachers' emotional attachment to the organization is diminished when they feel frustrated or discouraged by a lack of support or difficulties. Teachers need to feel supported in their efforts to leverage volunteer resources, and the program should provide training, resources, and strategies to overcome obstacles related to volunteer recruitment, management, and motivation. Continuance commitment is also affected, as teachers may feel less inclined to stay due to perceived costs. Addressing these challenges can create a more positive work environment, increasing job satisfaction and commitment.

This study aimed to determine teachers' motivational factors and job satisfaction in selected elementary schools during the School Year 2022. The results showed that teachers' motivational factors were very high, with professional development being the most significant source of strength. The highest level of job satisfaction was found in work relationships, with teachers valuing their relationships with colleagues and stakeholders. The study concluded that teachers' motivational factors are crucial for their job satisfaction and performance, and administrators should consider workshops and training on financial literacy and communication to improve the teaching and learning environment (Cabaron & Oco, 2023).

The teachers' challenges in ALS regarding lack of resources showed a significant relationship with their organizational commitment based on affective, continuance, and normative. This means that insufficient resources directly impact how teachers feel about their work, their willingness to stay in their roles, and their sense of obligation to the ALS program. Providing adequate resources is crucial for fostering a positive and fulfilling work environment for ALS teachers. The study reveals that lacking resources negatively impacts organizational commitment, including affective, continuance, and normative components. As observed, teachers' emotional attachment to the organization is diminished when resources are limited. Continuance commitment is also affected, as perceived obstacles may discourage teachers. The study emphasizes adequate funding and materials to support teachers, creating a more positive work environment, and a more substantial commitment to the program's goals.

This study by Cimili Gök et al. (2021) examines the connection between teachers' organizational commitment and school culture. Teachers participated in the study, which used descriptive models and correlational surveys. The Organizational Commitment Scale and the Organizational Culture Scale were used to gather data, and each scale's Cronbach's alpha reliability coefficients were determined. Frequency, percentage, arithmetic mean, standard deviation, unpaired t-test, ANOVA, Pearson correlation, and hierarchical multiple linear regression analysis were among the techniques used to analyze the data.

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Moreover, the teachers' challenges in ALS in terms of monitoring showed a significant relationship between their organizational commitment base on affective, continuance, and normative. This means that monitoring-related challenges directly influence how teachers feel about their work, their willingness to stay in their roles, and their sense of obligation to the ALS program. This implies that effective monitoring systems and support are crucial for fostering a positive and fulfilling work environment for ALS teachers. As observed, teachers' emotional attachment to an organization can be diminished when they feel overwhelmed or frustrated by inadequate monitoring systems. This can affect their commitment to the ALS program, leading to decreased retention and a weakening of normative commitment. Addressing monitoring challenges can enhance teacher commitment and satisfaction by providing clear guidelines, resources, and training, leading to a more positive work environment (Gabule & Oco, 2023).

The study by Mercurio (2019) addresses the lack of consensus among scholars on the essence of organizational commitment, a topic that has been a subject of interest for 14 years. It proposes a conceptual framework that identifies affective commitment, or emotional attachment to the organization, as a crucial essence of organizational commitment.

The significant positive correlation between challenges in the Alternative Learning System and job satisfaction indicates that educators who perceive more significant challenges tend to report higher satisfaction levels across all dimensions of organizational commitment— affective, continuance, and normative (Neziri, 2021). This finding underscores the importance of addressing ALS challenges effectively to enhance educators' commitment and satisfaction. Strategic efforts to support educators in overcoming these challenges could lead to a more engaged and dedicated workforce, ultimately benefiting ALS program effectiveness.

IV. CONCLUSIONS

The following conclusions are hereby drawn from the study:

The findings indicate a connection between the difficulties faced by the teacher-respondents in the Alternative Learning System and their level of organizational commitment, with affective, continuance, and normative factors demonstrating a significant relationship.

On the other hand, a notable difference emerged in the challenges faced by the respondents and their organizational commitment. Factors such as job placement, work assignment, volunteerism, lack of resources, and monitoring revealed significant differences when analyzed based on their characteristics.

V. RECOMMENDATIONS

On the basis of the results of the study, the following are recommended:

1. ALS teachers should use their expertise to develop and implement creative teaching strategies that improve students' learning.
2. The District ALS Focal Person should ensure that teachers' work assignments directly contribute to the learners' welfare and well-being.
3. The District ALS Focal Person (DALSC) should improve teachers' organizational commitment based on continuance relative to their professional growth and personal satisfaction.
4. The District ALS Focal Person, mobile teachers, and Community ALS Implementers (CAIs) should work together to develop and implement practical solutions that enhance organizational effectiveness and teachers' commitment.
5. The school leaders, ALS Focal person, mobile teacher, and Community ALS Implementers should provide professional development opportunities that are accessible and relevant to the diverse backgrounds and experiences of all teachers.

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