International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 700-709, November 2026
https://ijroms.com
Original Article

Technology Integration Among Alternative Learning System Teachers in Bukidnon, Philippines: A Phenomenological Study

Leizel Jean S. Basman[1], James L. Paglinawan[2]

Author Information:
[1]*Lumbo Integrated School, Valencia City, Bukidnon, Philippines*

[2]*Central Mindanao University, Musuan, Bukidnon, Philippines*

Correspondence:
basmanleizeljean@gmail.com

Article History:

Date Received: October 22, 2026
Date Revised: November 11, 2026
Date Accepted: November 16, 2026
Date Published: November 22, 2026

DOI: https://doi.org/10.67903/ijroms0625

Document ID: *2026IJROMS0625*

Recommended Citation:
Basman, L. J. S. & Paglinawan, J. L. (2026). Technology Integration Among Alternative Learning System Teachers in Bukidnon, Philippines: A Phenomenological Study. International Journal of Research on Multidisciplinary Studies, 1(10), 700-709. https://doi.org/10.67903/ijroms0625

Abstract. Technology integration is increasingly used in instruction; however, limited attention has been given to how Alternative Learning System (ALS) teachers experience its use in everyday teaching contexts. This study explored the lived experiences of ALS teachers integrating technology in Bukidnon, Philippines, during School Year 2026–2027, focusing on their motivations, challenges, responses, and recommendations. A qualitative phenomenological design was employed. Fifteen ALS teachers with direct experience integrating technology were purposively selected as information-rich participants. Data were gathered through semi-structured, in-depth interviews, audio-recorded with informed consent and transcribed. The transcripts were analyzed thematically. The researcher repeatedly read the transcripts, identified significant statements, assigned initial codes, clustered related codes into categories, and compared patterns across participants to develop overarching themes. Four themes emerged: Adapting Instruction to Learners' Needs Through Technology; Experiencing Challenges in Technology-Supported Instruction; Integrating Technology Through Flexible Teaching Practices; and Strengthening Technology-Supported Learning in ALS. Participants described integrating technology to engage learners, clarify concepts, address varied learning needs, provide flexible access to materials, and support digital skills. They also recounted challenges involving unreliable internet connectivity, limited devices, differences in digital competence and learner readiness, unsuitable or insufficient resources, technical disruptions, and added preparation time. Their accounts highlighted purposeful and flexible technology use, including adapting tools and materials to instructional goals and learners' circumstances. Participants recommended improved infrastructure and technical assistance, hands-on and context-specific professional development, ALS-relevant learning resources, learner digital literacy support, and teacher collaboration. The findings suggest that technology integration in ALS is shaped by instructional purposes and contextual conditions. Meaningful use, as reflected in participants' experiences, requires sustained support and teacher discretion to select approaches appropriate to learners and local realities, rather than technology use as a uniform requirement.

Keywords: Alternative Learning System; technology integration; lived experiences; phenomenological study

Introduction

Technology integration has become an important dimension of teaching as educators increasingly use digital resources for instruction, communication, assessment, and learner engagement. However, effective technology integration depends not only on access to digital tools but also on teachers' digital competence, pedagogical decisions, confidence, professional development, and institutional support (Akram et al., 2022; Wohlfart & Wagner, 2023). International evidence further indicates that teachers' use of technology is shaped by instructional needs and the contexts in which teaching occurs, suggesting that technology integration is a situated rather than uniform practice (Huang et al., 2022; UNESCO, 2023).

Technology integration is particularly relevant to the Alternative Learning System (ALS) in the Philippines, which provides flexible learning opportunities for out-of-school children, youth, and adults who have not completed formal basic education. The diversity of ALS learners and its community-based and

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 700-709, November 2026
https://ijroms.com
Original Article

flexible learning arrangements require teachers to adapt instructional approaches and available technologies to learners' needs and local circumstances. Philippine studies have identified concerns related to resources, technology access, teacher competencies, and institutional support in ALS implementation (Abad & Galleto, 2020; Mahinay & Manla, 2025). Almojano (2025) also reported that technology integration among ALS teachers is influenced by individual, institutional, and broader contextual conditions. Despite these findings, limited attention has been given to how ALS teachers themselves experience, interpret, and navigate technology integration in their everyday teaching practices. Quantitative measures of technology use may not fully capture the practical realities, challenges, adaptations, and meanings associated with technology integration in alternative education. This gap highlights the need for an inquiry centered on teachers' firsthand experiences.

In response to this gap, the present study explores the lived experiences of Alternative Learning System teachers in integrating technology into their teaching practices in Bukidnon, Philippines, during School Year 2026–2027. The general objective of the study is to understand how ALS teachers experience and make sense of technology integration within their instructional contexts. Specifically, it examines the reasons that lead teachers to begin and continue integrating technology, the challenges they encounter, the ways they respond to and navigate these challenges, and the recommendations they develop based on their experiences. The study is situated in selected ALS implementation sites and Community Learning Centers in the Province of Bukidnon during the implementation of the Enhanced Alternative Learning System under DepEd Order No. 001, s. 2026. By examining teachers' firsthand accounts, the study aims to provide context-specific insights that may inform teacher professional development, institutional support, and technology-related practices in ALS.

Research Questions

Guided by the general objective of understanding the lived experiences of ALS teachers in integrating technology into their teaching practices, the study seeks to answer the following questions:

1. What reasons lead ALS teachers to begin and continue integrating technology into their teaching practices?
2. What challenges do ALS teachers encounter while integrating technology into their teaching practices?
3. How do ALS teachers respond to and navigate the challenges they encounter in integrating technology into their teaching practices?
4. What recommendations do ALS teachers offer based on their experiences in integrating technology into their teaching practices?

Scope and Delimitation of the Study

This study focuses on the lived experiences of 15 Alternative Learning System teachers who have direct experience integrating technology into their teaching practices. The participants were purposively selected as information-rich sources of firsthand accounts. The study was conducted in selected ALS implementation sites and Community Learning Centers in the Province of Bukidnon, Philippines, during School Year 2026–2027. It specifically examines teachers' reasons for adopting and continuing technology integration, the challenges they experience, their responses to these challenges, and their recommendations for improving technology-supported instruction in ALS. Data were gathered through semi-structured, in-depth interviews and analyzed thematically. The study is delimited to the experiences and perspectives of the participating ALS teachers within the specified locale and school year. It does not aim to measure the statistical effectiveness of particular technologies, compare technology integration across provinces, or represent the experiences of all ALS teachers in the Philippines. The perspectives of ALS learners, administrators, and other stakeholders are not directly examined as participant data. Accordingly, the findings are intended to provide an in-depth understanding of the participants' experiences within their specific contexts rather than broad statistical generalizations. The interpretations and conclusions are bounded by the interview narratives and the conditions under which the study was conducted.

Literature Review

Technology Integration as a Contextual and Pedagogical Practice

Technology integration in education involves more than the availability or use of digital tools. It is shaped by teachers' pedagogical decisions, digital competence, confidence, professional development, and the institutional conditions in which instruction takes place. Akram et al. (2022), in their systematic review of teachers' perceptions of technology integration, emphasized the role of technology in teaching and learning practices. Similarly, Wohlfart and Wagner (2023), through an umbrella review on teachers' roles in

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 700-709, November 2026
https://ijroms.com
Original Article

the digitalization of education, highlighted the importance of teachers in translating digital technologies into educational practices. These studies converge in suggesting that technology integration is not solely a technical process but also a pedagogical and professional undertaking.

The UNESCO (2023) Global Education Monitoring Report further situates technology use within broader educational conditions, emphasizing that technology should be considered in relation to educational purposes and the circumstances of its implementation. This perspective is consistent with the view that digital tools do not automatically improve instruction. Rather, their value depends on how teachers select, adapt, and use them in response to learning objectives and learner needs. Bui (2022), in examining English teachers' integration of digital technologies in classroom instruction, also contributes to the discussion of technology use as a practice situated within specific teaching contexts.

Although these sources share an emphasis on the pedagogical role of teachers, they differ in their scope and focus. Akram et al. (2022) synthesize research on teachers' perceptions, while Wohlfart and Wagner (2023) provide a broader review of teachers' roles in educational digitalization. UNESCO (2023) addresses technology in education from a wider policy and system-level perspective. These different levels of analysis offer complementary insights into technology integration.

Technology Integration in the Philippine Alternative Learning System

Technology integration in the Philippine Alternative Learning System (ALS) presents distinct considerations because ALS serves out-of-school children, youth, and adults through flexible and community-based learning arrangements. The implementation of ALS involves responding to diverse learner circumstances, educational backgrounds, and learning needs. Consequently, teachers may need to adapt instructional materials, teaching strategies, and available technologies to the conditions of their learning centers and communities.

Abad and Galleto (2020), in examining the implementation landscape of the ALS program in a Philippine division, provide contextual background on ALS implementation. Mahinay and Manla (2025), through qualitative insights on ALS implementation in the Philippines, further contribute to understanding the conditions and experiences associated with the program. These studies help situate technology integration within the broader realities of alternative education. However, their primary focus on ALS implementation does not necessarily provide an in-depth account of how teachers experience and make meaning of technology integration as a specific instructional practice.

Almojano (2025) examined technological pedagogical content knowledge (TPACK) in the context of non-formal teachers in the Philippines. The study is particularly relevant because it connects technology integration with teachers' pedagogical and content-related competencies within a non-formal education setting. Its emphasis on the interaction of individual, institutional, and contextual conditions supports the view that technology integration among ALS teachers is influenced by multiple factors rather than by digital competence alone. Nevertheless, a competency-oriented perspective and an inquiry into lived experience address different aspects of the phenomenon. While competency frameworks help explain the knowledge required for technology integration, they may not fully capture the personal interpretations, practical adjustments, and challenges that teachers encounter in particular situations.

Challenges and Opportunities in ALS Technology Integration

According to the study of Denajeba and Ducot (2025) which examined challenges and opportunities in the integration of technology within ALS programs. Their work identifies technology access, digital literacy, curricular integration, socioeconomic conditions, support and training, and technological infrastructure as relevant dimensions of the issue. These concerns correspond with the broader literature, including Akram et al. (2022), which addresses teachers' perceptions of technology integration, and UNESCO (2023), which considers the conditions under which technology can serve educational purposes. The convergence across these sources suggests that technology integration is affected by interconnected technological, pedagogical, and institutional factors.

Balucan's study on teachers' challenges with technology integration in the ALS in North II District, Iligan City, provides another localized perspective. The manuscript's discussion associates this research with challenges involving limited digital tools, low digital literacy, and unstable internet connectivity. This local evidence is relevant to the present study because it demonstrates that technology integration concerns are not confined to broad educational discussions but are also experienced within Philippine ALS settings.

Teachers' Adaptation and Meaning-Making in Technology-Supported Instruction

Akram et al. (2022) and Wohlfart and Wagner (2023) emphasize the relevance of teacher competence, pedagogical judgment, and professional roles in technology-supported teaching. Bui (2022) adds a classroom-focused perspective on teachers' integration of digital technologies. Together, these sources

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 700-709, November 2026
https://ijroms.com
Original Article

support the idea that technology integration is shaped by teachers' decisions about the suitability of digital tools for particular instructional purposes.

In ALS, such adaptation may be especially important because learners have varied educational backgrounds and learning needs, while learning centers may operate under differing technological conditions. Teachers may need to select resources that are accessible, understandable, and relevant to learners' experiences. They may also need to balance technology-supported activities with conventional or low-technology approaches. These practices are consistent with the broader argument that technology integration should be purposeful and responsive rather than uniform.

Methodology

Research Design

This study employed a qualitative phenomenological research design to explore the lived experiences of Alternative Learning System (ALS) teachers in integrating technology into their teaching practices. A phenomenological approach was considered appropriate because the study sought to understand how teachers experienced, interpreted, and assigned meaning to technology integration within their actual instructional contexts. The inquiry focused on their reasons for adopting and continuing to use technology, the challenges they encountered, the ways they responded to these challenges, and the recommendations they developed from their experiences. The analysis focused on identifying significant statements and developing themes that represented the participants' experiences while recognizing similarities and differences in their accounts. The study aimed to provide an in-depth understanding of the phenomenon rather than measure the effectiveness of technology integration or establish causal relationships.

Research Locale

The study was conducted in selected ALS implementation sites and Community Learning Centers in the Province of Bukidnon, Philippines, during School Year 2026–2027. The locale was selected because ALS operates through flexible and community-based learning arrangements, providing a relevant context for examining how teachers adapt technology to diverse learner needs and varying technological conditions. The study was situated within the implementation of the Enhanced Alternative Learning System under DepEd Order No. 001, s. 2026, which provides updated guidelines for ALS implementation. These learning environments offered a setting in which technology integration could be examined in relation to teachers' instructional practices and the realities of alternative education.

Research Participants

The participants consisted of 15 ALS teachers from selected ALS implementation sites and Community Learning Centers in Bukidnon who had direct experience integrating technology into their teaching practices. They were selected purposively because their experiences were relevant to the research questions concerning technology adoption, challenges, adaptive practices, and recommendations. The participants provided firsthand accounts of their experiences in using technology to support instruction in ALS. To maintain confidentiality, each participant was assigned a code from Teacher Participant 1 (TP1) to Teacher Participant 15 (TP15), and their names and specific assignments were not disclosed in the presentation of findings.

Research Instrument

The primary research instrument was a semi-structured interview guide developed to gather detailed accounts of the participants' lived experiences in integrating technology into ALS teaching practices. The guide was aligned with the four research questions, which explored the reasons for beginning and continuing technology integration, the challenges encountered, the ways teachers responded to and navigated these challenges, and the recommendations they developed from their experiences. The semi-structured format provided a consistent set of core questions while allowing the researcher to ask follow-up questions and probing prompts to clarify responses and encourage participants to share concrete examples. The interview guide was developed, through alignment with the research questions and relevant literature. The instrument also was reviewed by research experts, an adviser, and content validators.

Data Gathering Procedure

Data were gathered through semi-structured, in-depth interviews with the 15 purposively selected ALS teachers. Before the interviews, participants were informed of the study's purpose, the voluntary nature of their participation, their right to withdraw, and the measures adopted to protect their identities and responses. Informed consent was obtained, and interviews were audio-recorded with participants'

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 700-709, November 2026
https://ijroms.com
Original Article

permission. The interviews were conducted through face-to-face and online interviews. The interviews were conducted in the languages they actually used to enable participants to express their experiences comfortably and clearly. The recordings were transcribed verbatimly. The data were analyzed using thematic analysis. First, the researcher repeatedly read the transcripts to become familiar with the participants' accounts. Second, significant statements relevant to the research questions were identified and assigned initial codes representing meaningful concepts. Third, related codes were clustered into categories based on their similarities and relevance. Fourth, categories were compared across participants to identify recurring patterns as well as variations in their experiences. Fifth, overarching themes were developed from the categories to capture the shared meanings of the participants' accounts. Finally, the emerging themes were reviewed against the original transcripts to ensure that the interpretations remained grounded in the data. Direct participant quotations were retained as evidence supporting the findings. Throughout the process, the researcher acknowledged the potential influence of personal assumptions, professional experiences, and prior knowledge on data collection and interpretation. These measures, together with the systematic documentation of the analysis and the use of participant quotations, supported the credibility, dependability, confirmability, and transferability of the findings.

Results and Discussions

Research Question 1: What reasons lead ALS teachers to begin and continue integrating technology into their teaching practices?

The interview narratives of the 15 Alternative Learning System (ALS) teachers in Bukidnon were analyzed to understand their experiences integrating technology into teaching. The analysis generated four themes: (1) Adapting Instruction to Learners' Needs Through Technology; (2) Navigating Multiple Barriers to Meaningful Technology Integration; (3) Integrating Technology Through Flexible Teaching Practices; and (4) Strengthening Context-Responsive and Sustainable Technology Integration in ALS. These themes correspond to the four research questions and reflect participants' reported experiences, challenges, instructional practices, and recommendations. The interpretations presented below are grounded in participants' statements, with the distinction between reported perceptions and researcher interpretation maintained throughout.

Emerging Theme: Adapting Instruction to Learners' Needs Through Technology

This theme addresses the first research question concerning the reasons that led ALS teachers to begin and continue integrating technology into their teaching practices. The participants' narratives indicate that their decisions were associated with the perceived usefulness of technology in presenting lessons, accommodating differences among learners, providing varied instructional materials, and creating opportunities for flexible learning. The accounts suggest that teachers viewed technology as a means of responding to instructional needs rather than merely as an additional classroom tool.

Three categories emerged from the participants' accounts: responsive lesson presentation, accommodation of learner differences, and access to varied learning resources. In terms of lesson presentation, TP4 explained, "When I started using videos, illustrations, and presentations, I could explain the concepts more clearly." This statement reflects the participant's perception that visual and multimedia materials helped make lesson delivery clearer. Similarly, TP6 stated, "Technology gave me more ways to present the same lesson, so I started using it to accommodate those differences." This account indicates that the availability of multiple presentation formats was perceived as useful in responding to differences among learners.

The participants also described technology as providing alternative opportunities for learner participation. TP9 shared, "Technology gave even the less active learners another way to express themselves." This statement suggests that the participant perceived digital activities as offering additional avenues for participation, particularly for learners who were less active during conventional instruction. TP13 further stated, "I continued because it allowed learners to study at their own pace." This account reflects the perceived flexibility of technology-supported learning. Meanwhile, TP11 explained, "Through online resources, I can find current examples, pictures, videos, and information that are connected to what I am teaching." The statement illustrates how access to varied resources was experienced as supporting lesson preparation and content presentation.

Taken together, these accounts indicate that the participants' reasons for integrating technology were closely linked to their instructional judgments and perceived learner needs. The teachers described technology as potentially useful for clarifying lessons, accommodating learner differences, providing additional resources, and allowing flexible engagement with learning materials. However, these findings

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 700-709, November 2026
https://ijroms.com
Original Article

represent the teachers' reported perceptions. The study did not independently measure learner engagement, comprehension, or academic performance; therefore, the accounts should not be interpreted as evidence of verified improvements in learner outcomes.

This theme is consistent with literature emphasizing that technology integration is influenced by pedagogical decisions, teacher competence, and the instructional context rather than by access to devices alone (Akram et al., 2022; Wohlfart & Wagner, 2023). In the ALS context, the findings underscore the importance of selecting technologies according to the diverse needs and circumstances of learners.

Research Question 2: What challenges do ALS teachers encounter while integrating technology into their teaching practices?

Emerging theme: Experiencing Challenges in Technology Supported Instruction

This theme corresponds to the second research question, which explores the challenges ALS teachers encountered while integrating technology into their teaching practices. The participants' narratives reveal that technology integration was not always straightforward. Teachers described difficulties involving internet connectivity, device availability, digital competence, learner readiness, instructional resources, technical disruptions, and the additional time required to prepare technology-supported lessons. These challenges appeared interconnected and influenced teachers' ability to implement planned activities.

The accounts were organized into four categories: infrastructure and device limitations, differences in digital competence and learner readiness, resource and technical difficulties, and instructional and preparation demands. Infrastructure limitations were evident in TP1's account: "The biggest challenge for me is the unstable internet connection. There are times when I already prepared an online activity, but when I am with the learners, the signal becomes weak or disappears. I have to change my plan immediately and use printed materials or offline activities instead." This statement illustrates how connectivity problems disrupted planned instruction and required immediate adjustments.

Differences in digital competence also emerged as a challenge. TP3 described the difficulty of learning unfamiliar applications: "I struggled at first because I was not very familiar with some applications… Sometimes I spent more time learning the application than preparing the actual lesson." TP4 similarly explained, "Some can easily navigate a phone or an online application, while others do not even know how to open a link or download a file. I have to teach the technology first before I can proceed with the lesson." These accounts indicate that both teachers' familiarity with digital tools and learners' readiness to use them were perceived as factors affecting technology-supported instruction.

The suitability of instructional resources and the occurrence of technical disruptions were also reported. TP6 stated, "Some resources online are too advanced, use unfamiliar terms, or are not connected to their actual experiences. I have to modify the materials before I can use them." TP10 shared, "Sometimes the video would not play, the file would not open, or the application would suddenly stop. It can be stressful because I have to think of another activity while teaching." These statements demonstrate the practical difficulties participants experienced when digital resources were inaccessible, inappropriate, or unreliable. TP15 further expressed uncertainty about the pedagogical use of technology, stating, "I sometimes struggle to decide when technology will genuinely improve learning and when traditional approaches would be more appropriate."

The interpretation of these accounts is that the challenges were multidimensional. They involved not only the availability of technology but also teachers' competence, learners' readiness, the relevance of instructional materials, and the appropriateness of technology for particular lessons. The narratives suggest that the meaningful use of technology required teachers to make instructional decisions under changing conditions. This interpretation is consistent with Akram et al. (2022) and Bui (2022), whose work identifies infrastructure, teacher competence, resources, and pedagogical considerations as relevant dimensions of technology integration. Philippine ALS studies also report challenges associated with access, digital literacy, infrastructure, training, and support (Denajeba & Ducot, 2025; Balucan, 2025).

In the context of ALS in Bukidnon, these findings suggest that technology integration cannot be addressed solely through the provision of digital tools. The participants' experiences point to the need for reliable connectivity, accessible devices, contextualized learning materials, appropriate technical support, and practical professional development. These are implications drawn from the participants' reported difficulties and should be understood as context-specific rather than universally applicable conclusions.

Research Question 3: How do ALS teachers respond to and navigate the challenges they encounter in integrating technology into their teaching practices?

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 700-709, November 2026
https://ijroms.com
Original Article

Emerging theme: Integrating Technology Through flexible Teaching Practices

This theme relates to the third research question, which examines how ALS teachers responded to and navigated the challenges encountered in integrating technology. The participants' accounts indicate that technology integration involved making instructional choices based on learners' needs, lesson objectives, and the conditions in which teaching occurred. The narratives suggest that teachers perceived flexibility as important when deciding how to use technology and when to modify instructional approaches.

The accounts under this theme can be organized into three categories: adapting instructional materials and presentation, adjusting approaches to learner participation, and exercising pedagogical judgment in technology use. TP6 explained, "Technology allowed me to use pictures, videos, audio, and other materials depending on what the learner needed." This statement reflects the participant's reported practice of using different media according to perceived learner needs. TP1 shared, "I started using technology because I noticed that my learners were more interested when I showed videos and pictures instead of only explaining the lesson." This account illustrates the participant's perception that multimedia presentation was associated with greater learner interest.

In relation to learner participation, TP9 stated, "Some learners who were usually quiet became more willing to participate when we used videos or digital activities." TP15 similarly reported, "When I noticed that they were more attentive and involved, I continued using technology whenever it was appropriate for the lesson." These quotations describe the participants' observations and perceptions of learner responses. They do not independently establish that technology caused improvements in participation or attention.

Furthermore, these accounts as indicating that technology integration was experienced as a flexible teaching practice rather than a fixed instructional requirement. Participants described selecting and adapting digital materials based on their perceptions of learners and the instructional situation. This suggests that teachers' responses involved pedagogical judgment, including decisions about which resources to use and whether technology was appropriate for a particular lesson. Such flexibility is especially relevant in ALS, where learners may have varying levels of digital competence and access to technology.

Nevertheless, the quotations presented in this theme primarily illustrate teachers' choices and perceptions concerning technology use. To fully answer the third research question, the discussion should also include direct participant statements describing specific strategies used to overcome challenges—for example, switching to printed or offline materials during connectivity problems, modifying digital resources, learning unfamiliar applications, or seeking assistance. TP1's account in Theme 2 concerning the use of printed materials and offline activities during weak connectivity is one example of a clearly documented response. Further direct quotations about such coping strategies should be included if they appear in the interview transcripts.

The findings suggest that flexible technology integration depends on teachers' ability to adapt instructional materials and approaches to the realities of their learning environments. This interpretation aligns with research emphasizing that technology integration is context-sensitive and shaped by pedagogical decisions, teacher competence, and available support (Akram et al., 2022; Wohlfart & Wagner, 2023). For ALS teachers, flexibility appears to be an important consideration in maintaining instruction when technological conditions or learner needs vary.

Research Question 4: What recommendations do ALS teachers offer based on their experiences in integrating technology into their teaching practices?

Emerging theme: Strengthening Technology-Supported Learning in ALS

This theme addresses the fourth research question concerning the recommendations ALS teachers offered based on their experiences integrating technology. The participants' statements emphasize the need for practical professional development, appropriate and contextualized digital learning materials, teacher autonomy, and instructional approaches that respond to the circumstances of ALS learners. Their recommendations indicate that sustainable technology integration requires attention to both instructional practice and institutional support.

Furthermore, three categories emerged from the accounts: practical professional development, contextualized and accessible learning resources, and purposeful and flexible technology use. Regarding professional development, TP2 stated, "I think teachers need more hands-on training. We are introduced to many applications during seminars, but sometimes we do not have enough time to practice them." This statement highlights the participant's recommendation for training that provides opportunities for actual practice rather than exposure to applications alone.

Moreover, the need for appropriate instructional resources was emphasized by TP4, who stated, "I recommend that digital learning materials should be designed specifically for ALS learners." TP13 further explained, "It would be better if digital examples and activities reflected the learners' actual experiences,

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 700-709, November 2026
https://ijroms.com
Original Article

culture, livelihood, and environment." These accounts indicate that participants recommended learning materials that are relevant to ALS learners' circumstances and experiences.

In addition, participants also emphasized the importance of professional autonomy in selecting instructional approaches. TP5 stated, "Teachers should not be required to use technology in every lesson. We should be allowed to decide when technology is appropriate." This statement suggests that the participant viewed technology integration as a matter of pedagogical judgment rather than a uniform requirement. The recommendation reflects a preference for purposeful technology use that complements other instructional approaches.

The researcher interprets these recommendations as emphasizing context-responsive and sustainable technology integration. Participants' accounts suggest that practical training, appropriate resources, and teacher autonomy are perceived as important conditions for integrating technology meaningfully into ALS instruction. The recommendations also imply that technology should be selected according to instructional objectives and learner circumstances rather than used solely because it is available.

These findings are consistent with Akram et al. (2022), who identified teacher competence, resources, training, and infrastructure as important dimensions of technology integration. They also correspond with ALS research in Bukidnon that identified access, digital literacy, support, training, and infrastructure as relevant concerns (Denajeba & Ducot, 2025). In this study, however, the recommendations are grounded in the participants' reported experiences and should be interpreted as context-specific suggestions.

Finally, the theme highlights the participants' view that strengthening technology integration in ALS requires more than providing devices or introducing digital applications. The recommendations point toward professional development that allows teachers to practice, learning resources that reflect ALS learners' contexts, and flexibility in determining when technology is pedagogically appropriate. These considerations may inform ALS implementation and support planning in Bukidnon.

Ethical Consideration

Ethical principles were observed throughout the conduct of the study to protect the rights, dignity, privacy, and welfare of the 15 Alternative Learning System (ALS) teachers who participated in the research. The study was reviewed and approved by approving authority. Prior to data collection, the participants were informed of the purpose of the study, the nature of their involvement, the interview procedures, the potential risks and benefits, and the measures adopted to protect their information. Informed consent was obtained from each participant before the interview. Participation was voluntary, and the teachers were informed that they could decline to answer any question or withdraw from the study at any time without penalty or negative consequences. To protect confidentiality, participant names and identifying information were excluded from the presentation of findings, and codes from Teacher Participant 1 (TP1) to Teacher Participant 15 (TP15) were used in reporting the interview responses. Audio recordings and transcripts were handled confidentially and were accessible only to authorized individuals. The recordings, transcripts, and related research files were stored in a password-protected computer with access restricted to authorized persons. The data will be retained for a period in accordance with the applicable institutional policy and disposed of securely after the retention period. Particular care was taken to protect participants from possible workplace or supervisory pressure. Recruitment and participation were conducted in a manner that emphasized the voluntary nature of the study, and participants were assured that their decision to participate, decline, or withdraw would not affect their employment, professional standing, or relationship with ALS supervisors or administrators. Supervisors and program personnel were not given access to individual responses. These safeguards were intended to ensure that participants could share their experiences freely and without fear of reprisal.

Conclusion

This phenomenological study examined how Alternative Learning System (ALS) teachers in Bukidnon, Philippines, experience and make sense of technology integration in their teaching practices. The findings contribute to understanding technology integration not simply as the use of digital tools, but as a context-dependent pedagogical practice shaped by teachers' perceptions of learner needs, available resources, instructional demands, and the realities of ALS implementation. The study adds a teacher-centered perspective to the literature by illustrating how ALS teachers' decisions to use technology are connected to their efforts to make instruction responsive, accessible, and adaptable for diverse learners. The study's contribution to ALS practice lies in highlighting the importance of understanding technology integration within the specific conditions under which ALS teachers work. Their experiences suggest that the meaningful use of technology involves more than access to devices or digital platforms; it also requires pedagogical judgment and flexibility in adapting instructional approaches to learners' circumstances. These insights may inform the planning of professional learning, instructional support, and technology-related

This article is licensed under a Creative Commons Attribution 4.0 International License.

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 10, pp. 700-709, November 2026
https://ijroms.com
Original Article

initiatives that are responsive to the needs of ALS teachers and learning communities. Furthermore, it is important to distinguish these findings from objectively established learning outcomes. The study is based on teachers' reported experiences and interpretations gathered through interviews. Although participants described technology as supporting lesson presentation, resource access, and learner engagement, the research did not independently measure learners' achievement, retention, or performance. Therefore, the findings provide insight into teachers' perceived instructional experiences and practices rather than evidence that technology integration directly improves learning outcomes. The study is also subject to limitations. It involved 15 purposively selected ALS teachers from selected learning sites in Bukidnon during School Year 2026–2027. Its qualitative and phenomenological design enabled an in-depth exploration of participants' experiences but does not support statistical generalization to all ALS teachers. The use of interview data also means that the findings reflect participants' accounts and may be influenced by recall, individual interpretation, or social desirability. Moreover, the study did not include learners' perspectives, classroom observations, or objective measures of learning outcomes. Future researches may extend this work by examining technology integration across ALS contexts in other provinces and regions, exploring the experiences of ALS learners themselves, and conducting longitudinal studies on how teachers' practices develop over time. Studies that combine qualitative accounts with classroom observations, learner assessments, or other measures of learning may also clarify the relationship between teachers' technology integration practices and learner outcomes. Such research can build on the present study's contribution by deepening understanding of technology integration as an experiential and pedagogical process within ALS, while examining its broader implications for teaching and learning.

Recommendations

Based on the findings of the study, the following recommendations are proposed to strengthen technology integration among Alternative Learning System (ALS) teachers in Bukidnon. These recommendations are directed toward relevant education stakeholders and are anchored in the participants' experiences concerning responsive instruction, technological challenges, flexible teaching practices, and the need for sustainable technology-supported learning. First, to the Department of Education (DepEd). The Department of Education, particularly the offices responsible for ALS implementation, may encouraged to prioritize the provision of adequate technological resources and infrastructure in ALS learning environments. Given the reported challenges involving unstable internet connectivity and limited access to devices, DepEd may consider conducting periodic assessments of the technological needs of Community Learning Centers (CLCs) and allocating appropriate resources based on identified gaps. These may include internet connectivity support, functional digital devices, and offline instructional resources. Implementation may be monitored through the number of CLCs assessed, the proportion of identified resource gaps addressed, and the availability of functional technological facilities. Second, to the Division ALS Coordinators. Division ALS coordinators may encouraged to organize regular, hands-on professional development activities that focus on the practical application of digital tools in ALS instruction. These training sessions should provide opportunities for teachers to develop, practice, and demonstrate technology-supported lesson plans, multimedia presentations, and offline learning activities. Furthermore, coordinators may establish a division-level monitoring and technical assistance mechanism to identify teachers' specific training needs and technological challenges. Indicators for monitoring may include the number of training sessions conducted, teacher participation rates, completion of technology-integrated lesson outputs, and the frequency of technical assistance provided to ALS teachers. Third, to the Community Learning Center (CLC) Administrators and ALS Implementers. CLC administrators and ALS implementers may encouraged to establish a localized system for managing available technological resources and ensuring their accessibility to teachers and learners. This may include maintaining an inventory of digital devices, identifying connectivity limitations, preparing offline learning materials, and developing contingency instructional plans for technology-related disruptions. CLCs may also facilitate the sharing of available resources among teachers. Implementation may be assessed through updated technology inventories, the availability of offline instructional materials, documented contingency plans, and the frequency of resource-sharing activities. Fourth, to ALS Teachers. ALS teachers should encouraged to continuously enhance their digital competence and adopt purposeful, flexible, and learner-responsive technology integration practices. Based on the findings, teachers may develop technology-supported lessons using videos, illustrations, presentations, and digital learning resources that are appropriate to learners' educational backgrounds, digital literacy levels, cultural experiences, and livelihood contexts. Teachers are also encouraged to prepare alternative instructional materials, such as printed modules and offline activities, to ensure continuity of learning when internet connectivity or technological resources are unavailable. Additionally, teachers may collaborate through professional learning communities to share contextualized instructional materials and effective teaching strategies. Suggested indicators include the number of contextualized technology-integrated lesson

This article is licensed under a Creative Commons Attribution 4.0 International License.

plans developed, the availability of offline alternatives, participation in collaborative learning activities, and documented learner participation and feedback. Fifth, to ALS Learners. Although the study primarily explored the experiences of teachers, the findings highlight differences in learners' digital competence and readiness to engage in technology-supported instruction. Therefore, ALS teachers and learning center implementers may consider providing basic digital literacy orientation for learners, particularly in accessing digital learning materials, navigating educational applications, and participating in technology-supported activities. Such initiatives should be adapted to learners' available devices and connectivity conditions. Possible indicators include learner participation in digital literacy sessions, completion of basic digital tasks, and learner feedback regarding the accessibility and usability of instructional materials. Lastly, Future Researchers. Future researchers may encouraged to extend the present study by exploring technology integration among ALS teachers in other provinces and regions to identify similarities and differences across varying educational and technological contexts. Further studies may also include the perspectives of ALS learners, division coordinators, and CLC administrators to provide a more comprehensive understanding of technology-supported learning in ALS. In addition, researchers may employ mixed-methods, longitudinal, or classroom-based observational designs to examine how teachers' technology integration practices develop over time and how these practices relate to learner engagement, comprehension, retention, and academic performance. Future investigations may also explore the effectiveness of specific professional development programs, offline learning strategies, and contextualized digital resources. Such studies may contribute to the development of evidence-based policies and sustainable practices for technology integration in the Alternative Learning System.

References

Abad, G. R., & Galleto, P. G. (2020). Alternative learning system program's implementation landscape of a division in the Philippines. Cypriot Journal of Educational Sciences, 15(5), 1078–1088. https://doi.org/10.18844/cjes.v15i5.5173

Akram, H., Abdelrady, A. H., Al-Adwan, A. S., & Ramzan, M. (2022). Teachers' perceptions of technology integration in teaching-learning practices: A systematic review. Frontiers in Psychology, 13, Article 920317. https://doi.org/10.3389/fpsyg.2022.920317

Almojano, L. L. G. (2025). Unpacking technological pedagogical content knowledge (TPACK): Context of non-formal teachers in the Philippines. IAFOR Journal of Education, 13(2), 135–159. https://doi.org/10.22492/ije.13.2.06

Balucan, K. (2024). Teachers' challenges with technology integration in the Alternative Learning System (ALS) in North II District, Iligan City. IMCC Journal of Science, 4, 117–128.

Bui, T. H. (2022). English teachers' integration of digital technologies in the classroom. International Journal of Educational Research Open, 3, Article 100204. https://doi.org/10.1016/j.ijedro.2022.100204

Denajeba, L. R., & Ducot, L. (2025). Challenges and opportunities in the integration of technology within Alternative Learning Systems (ALS) programs. Psychology and Education: A Multidisciplinary Journal, 44(4), 472–485. https://doi.org/10.70838/pemj.440407

Department of Education. (2026). DepEd Order No. 001, s. 2026: Implementing guidelines of the Enhanced Alternative Learning System. https://www.deped.gov.ph/wp-content/uploads/DO_s2026_001r-1.pdf

Huang, X., Teo, T., & Scherer, R. (2022). English teachers' integration of digital technologies in the classroom. International Journal of Educational Research Open, 3, Article 100204. https://doi.org/10.1016/j.ijedro.2022.100204

Mahinay, R. B. D., & Manla, E. C. (2025). Qualitative insights on the implementation of the Alternative Learning System in the Philippines. European Journal of Education and Pedagogy, 6(1), 72–76. https://doi.org/10.24018/ejedu.2025.6.1.896

UNESCO. (2023). Global education monitoring report 2023: Technology in education: A tool on whose terms? https://doi.org/10.54676/UZQV8501

Wohlfart, O., & Wagner, I. (2023). Teachers' role in digitalizing education: An umbrella review. Educational Technology Research and Development, 71(2), 339–365. https://doi.org/10.1007/s11423-022-10166-0

This article is licensed under a Creative Commons Attribution 4.0 International License.