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# PROFESSIONAL LEARNING SUPPORT AND KNOWLEDGE MANAGEMENT AMONG ALTERNATIVE LEARNING SYSTEM (ALS) TEACHERS

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**ABSTRACT**

This study examined the quality of professional learning support and knowledge management practices among Alternative Learning System (ALS) teachers. Employing a mixed-methods approach, the quantitative phase utilized survey instruments to measure the level of professional learning support and the extent of knowledge management practices, while the qualitative phase gathered deeper insights through in-depth interviews. Quantitative findings revealed that ALS teachers perceived the quality of professional learning support—particularly in shared leadership, supportive conditions, and collective learning—as satisfactory. Furthermore, knowledge management practices, especially in knowledge acquisition and application, were highly practiced among the teachers. Correlation and regression analyses confirmed that professional learning support significantly influenced knowledge management across all domains. The qualitative phase identified key challenges such as time and workload constraints, limited access to resources, and emotional and motivational barriers. Teachers also emphasized the need for institutional support including technical assistance, digital literacy training, financial support, and encouragement from school heads and peers. The study concludes that sustained and inclusive professional learning environments are essential for improving knowledge management in ALS. Based on these findings, a contextualized professional learning support program is proposed to enhance the continuous growth and effectiveness of ALS teachers.

## INTRODUCTION

Teachers are offered continuous development and enhancement of teachers' skills and knowledge through training, workshops, seminars, and other educational resources. In the context of Alternative Learning System (ALS), teachers are provided inputs on pedagogical strategies, subject knowledge, and teaching methodologies to deliver high-quality education to their respective learners in the community. However, the way this knowledge provided to them are utilized, is yet to be explored.

Knowledge management involves the creation, organization, and application of knowledge, often facilitated by technological tools (Hsiao & Huang, 2019). It serves as a fundamental aspect of the educational process, emphasizing the importance of individuals' ability to acquire and manage what they learn (Cheng et al., 2015).

For teachers, knowledge management plays a vital role in fostering continuous improvement in teaching practices and professional growth. It comprises various processes that enable teachers to effectively utilize knowledge gained through diverse sources such as personal experiences, formal education, training programs, peer collaborations, and academic research (Pauleen & Gorman, 2021).

However, teachers may not be able to pursue professional growth and foster knowledge management without the support of the school's professional learning community. The professional learning community of the school refers to the school learning action cell facilitators functioning as implementing arm for professional development of teachers. As highlighted by Antinluoma et al. (2021); and Turner et al. (2018), professional learning community has emerged as a dominant framework for fostering teachers' professional growth. Research indicates that active engagement within effective learning communities positively impacts instruction, potentially leading to enhanced student achievement (Jones et al., 2013).

Gleaning from the idea that knowledge management is about utilization of knowledge, authors such as Shaghaei, and Turgay (2014) consider knowledge management as sharing of knowledge in the school context. On this, the professional learning community plays a vital role for teachers to be able to apply innovation by adapting effective approaches, practices, and tools in their work. Comprehending how information and knowledge are transferred throughout an organization and turn into new meaningful knowledge and informed decision-making is essential (Liu et al., 2017). Hence, this study will be proposed to gain deeper understanding on link between the professional learning community and knowledge management of the teachers in the context of Alternative Learning System (ALS) whose method of teaching and learning delivery is different from regular schooling.

Furthermore, studying the professional learning community support and the knowledge management practices of the ALS teachers is also relevant to fill in the gap of literature. Reviewed literature are focused on describing the importance of professional learning communities and how teachers manage their professional learnings. However, the researcher has not come across studies regarding how professional learning support are provided for ALS teachers since they have different professional learning needs because they deal with highly diversified learners learning through an informal setting.

***Research Questions***

This study aimed to investigate the significant influence of professional learning support on the knowledge management of ALS teachers. Specifically, it aimed to answer the following questions:

1. What is the quality of professional learning community in terms of: Shared and supportive leadership, Shared vision and values, Collective learning and application, Supportive conditions (relational and structural), Shared personal practice.
2. What is the level of knowledge management practices in terms of: knowledge acquisition, knowledge storage, knowledge sharing, knowledge application, knowledge creation.
3. Is there a significant relationship between the quality of professional learning support and the level of knowledge management practices of the teachers?
4. Is there a significant influence between the quality of professional learning support and the level of knowledge management practices?

## METHODOLOGY

This chapter presents the methodology of the study. It includes the research design, the locale of the study, the participants of the study, sampling procedure, research instruments and procedure of gathering, validation of instruments and statistical treatment for data analysis. This described the process that will be utilized to answer the problems of the current study.

***Research Design***

This study utilized a mixed methods design, which involved the collection, analysis, and integration of both quantitative and qualitative data in a single research process. Based on Creswell and Plano Clark (2011), the mixed methods approach allowed for a comprehensive understanding of the research problem by drawing on the strengths of both types of data. This approach served various purposes, such as exploration, explanation, complementarity, and triangulation.

In this study, a concurrent mixed method design was employed. During Phase 1 of the study, descriptive-correlation and causal comparative design were used to find out the relationship between professional learning community support and the knowledge management practices of the ALS teachers and the influence of the later to knowledge practices.

The second phase involved the conduct of a qualitative study with the use of descriptive-qualitative research design. For Creswell (2014), qualitative descriptive studies gives description of the responses. This qualitative phase included in-depth interviews or focus group discussions with ALS teachers to explore the challenges they encountered and the support they needed in managing knowledge for facilitating learning among ALS learners.

In the third phase of the study, a professional learning support program for ALS teachers was proposed based on the results of the study. This was also validated through interviews with the ALS learners.

***Research Participants***

In all phases of the study, the participants were ALS (Alternative Learning System) teachers from Cotabato and Kidapawan City Divisions in Region XII. ALS teachers were chosen because they are directly involved in the delivery of education and play a critical role in the application and management of knowledge in ALS. By selecting ALS teachers as participants, the study will gather valuable insights into their experiences, perceptions, and approaches to managing knowledge, as well as how they apply knowledge management practices in their teaching environments; and their perceptions on how the professional learning support transpired in their context.

**The table below shows the number of respondents to be recruited from each division.**

| Divisions | Total Number of ALS Teachers | Respondents (Quantitative) | Participants (Qualitative) |
|---|---|---|---|
| Kidapawan City | 23 | 23 | 3 |
| Cotabato | 113 | 113 | 12 |
| Total | 136 | 136 | 15 |

***Research Instrument***

For each phase of the study, a separate research instrument was used. These are the survey questionnaire for quantitative and interview guide for qualitative.

In Phase 1, a researcher-made survey questionnaire was utilized. However, the items on professional learning support were based on the Professional Learning Community Assessment (PLCA) by Olivier, Hipp, and Huffman (2003), but these items were modified to suit the context of the study. This quantitative phase aimed to measure the perceptions of ALS teachers regarding their professional learning community support and knowledge management practices.

The instrument was divided into two parts: one for assessing professional learning community support and the other for measuring knowledge management practices. The questions were answerable using a Likert-like scale. This questionnaire was validated by experts and was pilot tested to ensure its reliability and appropriateness for the target respondents.

Tables presented in the preceding section showed the scale for the responses and the corresponding interpretation that were utilized for the study.

For the quality of Profession Learning Support:

| Response | Mean Range | Description of Response | Interpretation |
|---|---|---|---|
| 5 | 4.50-5.00 | Strongly Agree | This is all the time true in the context of ALS. This means the quality of support is Excellent. |
| 4 | 3.50-4.49 | Agree | This is most of the time true in the context of ALS. This means the quality of support is satisfactory. |
| 3 | 2.50-3.49 | Moderately Agree | This is sometimes true in the context of ALS. This means the quality of support is moderate. |
| 2 | 1.50-2.49 | Disagree | This is not true in the context of ALS. This means the quality of support is fair. |
| 1 | 1.00-1.49 | Strongly Disagree | This is not true and will never be true in the context of ALS. This means the quality of support is Poor. |

For the knowledge management practices:

| Response | Mean Range | Description of Response | Interpretation |
|---|---|---|---|
| 5 | 4.50-5.00 | Highly Practiced | The respondents do this all the time. |
| 4 | 3.50-4.49 | Practiced | The respondents do this most of the time. |
| 3 | 2.50-3.49 | Moderately Practiced | The respondents do this sometimes. |
| 2 | 1.50-2.49 | Least Practiced | The respondents do this in a very rare instance. |
| 1 | 1.00-1.49 | Not Practiced | The respondents never do this. |

In Phase 2, a semi-structured interview guide was used as interviews were conducted with ALS teachers to gather qualitative insights on their perceptions regarding knowledge management practices, the challenges they faced, and the support they needed from the professional learning community. This phase provided in-depth data on how ALS teachers managed knowledge within their teaching environments.

## Data Analysis

Phase 1 – Quantitative Analysis. In Phase 1, statistical analysis included the use of the mean to describe the data related to professional learning community support and knowledge management practices of ALS teachers. To determine the relationship between the variables, Spearman Rho was utilized, and regression analysis was applied to examine the influence of professional learning community support on knowledge management practices.

Phase 2 – Qualitative Analysis. In Phase 2, thematic analysis was employed to analyze the qualitative data gathered from interviews with ALS teachers. Thematic analysis was considered appropriate for identifying patterns and themes within qualitative data, particularly when exploring perceptions, experiences, and attitudes related to knowledge management practices. This approach enabled the researcher to uncover recurring ideas and concepts in participants' responses, providing a deeper understanding of how ALS teachers perceived their challenges in knowledge management and the support they needed. According to Braun and Clarke (2006), thematic analysis is particularly effective for identifying and analyzing patterns within qualitative data.

## RESULTS AND DISCUSSIONS

### Quality of Professional Learning Support

The first problem in this study asked about the quality of professional learning support among ALS teachers. Professional learning support is indicated by shared and support leadership, shared vision and values, supportive conditions, collective learning and application and shared personal practices.

### Shared and Supportive Leadership

Table 1 presents the perceptions of ALS teachers regarding the quality of professional learning support in the area of shared and supportive leadership. The results yielded a grand mean of 4.16, which indicates that the level of support provided by school leadership is generally perceived as satisfactory by the respondents. This suggests that shared and supportive leadership is shown by the leaders most of the time.

All the items under this dimension were rated consistently as satisfactory. The results show that ALS teachers recognize the efforts of school administrators in involving them in discussions, making information accessible, promoting leadership among teachers, and creating an environment that encourages innovation and shared responsibility.

The findings also imply that leadership is not limited to formal roles but is supported across different levels through committee work, collaboration, and responsiveness to teachers' needs. For Hord and Tobia (2015), school leaders who create an environment of collaboration and foster shared leadership are crucial in sustaining professional learning communities (PLCs). This is consistent with the results of the study, where ALS teachers reported a generally satisfactory level of support from school leaders, highlighting their involvement in discussions and efforts to make information accessible.

Similarly, Balyer et al. (2015) emphasize the role of shared leadership in schools, noting that school administrators promote leadership among teachers, which in turn fosters innovation and shared responsibility—findings echoed in the study, where ALS teachers recognized the encouragement of teacher leadership.

**Table 1** Level of quality of professional learning support in terms of **shared and support leadership.**

| **Shared and Supportive Leadership** | Mean | Description |
|---|---|---|
| 1. ALS teachers are involved in discussing and making decisions about most school issues. | 3.83 | Satisfactory |
| 2. The school management incorporates advice from ALS teachers to make decisions. | 4.07 | Satisfactory |
| 3. The ALS teachers have accessibility to key information. | 4.26 | Satisfactory |
| 4. The school administration is proactive in addressing areas where support is needed. | 4.17 | Satisfactory |
| 5. Opportunities are provided for teachers to initiate change. | 4.30 | Satisfactory |
| 6. The school management shares responsibility and rewards for innovative actions. | 4.08 | Satisfactory |
| 7. Leadership is promoted and nurtured in the school. | 4.32 | Satisfactory |
| 8. Decision-making takes place through committees and communication among ALS teachers. | 4.23 | Satisfactory |
| **Grand Mean** | 4.16 | Satisfactory |

Legend:

| **Response** | **Mean Range** | **Description of Quality of Support** |
|---|---|---|
| 5 | 4.50-5.00 | Excellent |
| 4 | 3.50-4.49 | Satisfactory |
| 3 | 2.50-3.49 | Moderate |
| 2 | 1.50-2.49 | Fair |
| 1 | 1.00-1.49 | Poor |

**Shared Vision and Values**

Table 2 presents the perceptions of ALS teachers regarding the quality of professional learning support as reflected in shared vision and values. This dimension emphasizes the importance of a common direction among school personnel, rooted in shared beliefs, goals, and a collective commitment to student learning. The results of the survey yielded a *grand mean of 4.30*, indicating that the level of support in this area is perceived as *satisfactory* by the ALS teachers.

Specifically, the ALS teachers rated Excellent on the policies and programs viewed to have been aligned with school's mission and vision. Teachers acknowledged the presence of a collaborative process in developing shared values and visions, which guide teaching practices and decision-making.

Furthermore, the responses reflect that school personnel and stakeholders work together in setting high expectations and fostering a culture that values improvement and learning outcomes. The collective direction set by the vision and values contributes to a more focused and unified approach in delivering ALS programs.

It is implied in the results that shared vision and values are well-established within the ALS context. These shared principles help create a cohesive professional environment that supports student-centered decision-making and goal setting. This supports Watson (2014) who emphasized how shared values and vision provide clear direction for educators, guiding their actions toward common objectives and prioritizing student learning.

**Table 2** Level of quality of professional learning support in terms of **shared vision and values.**

| **Shared Vision and Values** | **Mean** | **Description** |
|---|---|---|
| 1. A collaborative process exists for developing a shared sense of values among ALS teachers. | 4.29 | Satisfactory |
| 2. Shared values support norms of behavior that guide decisions about teaching. | 4.24 | Satisfactory |
| 3. The ALS teachers share visions for school improvement that | 4.21 | Satisfactory |

| | | |
|---|---|---|
| have an undeviating focus on student learning. | | |
| 4. Decisions are made in alignment with the school's values and vision. | 4.33 | Satisfactory |
| 5. A collaborative process exists for developing a shared vision among personnel in the school. | 4.29 | Satisfactory |
| 6. School goals focus on student learning beyond test scores and grades. | 4.27 | Satisfactory |
| 7. Policies and programs are aligned to the school's vision. | 4.51 | Excellent |
| 8. Stakeholders are actively involved in creating high expectations that serve to increase student achievement. | 4.30 | Satisfactory |
| **Grand Mean** | 4.30 | Satisfactory |

**Legend:**

| Response | Mean Range | Description |
|---|---|---|
| 5 | 4.50-5.00 | Excellent |
| 4 | 3.50-4.49 | Satisfactory |
| 3 | 2.50-3.49 | Moderate |
| 2 | 1.50-2.49 | Fair |
| 1 | 1.00-1.49 | Poor |

**Supportive Conditions**

Presented in table 3 are the data on the quality of professional learning support in terms of supportive conditions. This area focuses on the availability of resources, time, infrastructure, and systems that facilitate collaboration and professional growth. The results show a grand mean of 4.29, indicating that ALS teachers perceive the level of support in this dimension as satisfactory.

Based on the responses, ALS teachers rated satisfactory on their schools which provide conditions conducive to collective learning and collaboration. Time is allocated for teachers to work together, and school schedules are structured to support shared practice. Respondents also indicated that financial resources, technology, and instructional materials are available to support professional development activities.

In addition, schools were noted to have access to resource persons who assist in continuous learning. The physical environment, including the cleanliness and appeal of the school facilities, also contributes to a more engaging and professional atmosphere. Effective communication systems are in place to ensure smooth information flow among staff and across the wider school community, including stakeholders such as parents, community members, and central office personnel.

**Table 3** Level of quality of professional learning support in terms of **Supportive Conditions.**

| **Supportive Conditions** | Mean | Description |
|---|---|---|
| 1. Time is provided to facilitate collaborative work. | 4.34 | Satisfactory |
| 2. The school schedule promotes collective learning and shared practice. | 4.43 | Satisfactory |
| 3. Fiscal resources are available for professional development | 4.21 | Satisfactory |
| 4. Appropriate technology and instructional materials are available to staff. | 4.13 | Satisfactory |
| 5. Resource people provide expertise and support for continuous learning. | 4.30 | Satisfactory |
| 6. The school facility is clean, attractive and inviting. | 4.29 | Satisfactory |
| 7. The proximity of grade level and department personnel allows for ease in collaborating with colleagues. | 4.28 | Satisfactory |
| 8. Communication systems promote a flow of information among staff. | 4.27 | Satisfactory |
| 9. Communication systems promote a flow of information across the entire school community including: central office personnel, parents, and community members. | 4.34 | Satisfactory |
| **Grand Mean** | 4.29 | Satisfactory |

Legend:

| Response | Mean Range | Description of Quality of Support |
|---|---|---|
| 5 | 4.50-5.00 | Excellent |
| 4 | 3.50-4.49 | Satisfactory |
| 3 | 2.50-3.49 | Moderate |

| | | |
|---|---|---|
| 2 | 1.50-2.49 | Fair |
| 1 | 1.00-1.49 | Poor |

It can be gleaned from the results that the presence of supportive conditions enhances the professional learning environment for ALS teachers. These structural and resource-based support play a vital role in promoting collaboration, access to information, and sustained professional development efforts. The findings related to supportive conditions in the study are consistent with existing research on the role of resources, time, and infrastructure in fostering professional growth. As underscored by Stoll & Kools (2017), effective professional learning environments are built upon supportive conditions, which include adequate resources, time for collaboration, and a conducive physical environment.

**Collective Learning Application**

Table 4 shows the assessment of ALS teachers regarding the level of professional learning support in terms of *collective learning and application***.** This dimension highlights the collaboration among school personnel in continuously improving their practices through shared learning experiences. The results of the survey yielded a *grand mean of 4.35***,** indicating a *satisfactory* level of support in this area.

Based on the results, collective learning application is satisfactory. The school, most of the time, engage teachers in ongoing collaboration with colleagues to acquire and apply new knowledge, skills, and strategies in their teaching practice. There is also a strong sense of collegiality, as staff members work together to address the diverse needs of ALS learners. Structures that encourage dialogue and collective problem-solving are in place, which support a culture of inquiry and respect for differing perspectives.

Additionally, professional development activities are centered on enhancing teaching and learning, and there is a shared commitment among teachers and stakeholders to apply what they learn to improve outcomes.

The results implied that ALS teachers perceive that collective learning and application are well-practiced in their schools. Such is fostering an environment where continuous professional growth is supported and encouraged. Jones et al. (2013) emphasize that schools that promote collective learning through collaborative efforts among staff create a culture of inquiry and respect for differing perspectives. This is reflected in the study, where ALS teachers reported a strong sense of collegiality and noted that structures are in place to encourage dialogue and collective problem-solving, thereby fostering a culture of continuous improvement.

**Table 4** Level of quality of professional learning support in terms of **Collective Learning and Application.**

| **Collective Learning Application** | | Mean | Description |
|---|---|---|---|
| 1. | The school staff work together to seek knowledge, skills and strategies and apply this new learning to their work. | 4.40 | Satisfactory |
| 2. | Collegial relationships exist among school personnel that reflects commitment to school improvement efforts. | 4.29 | Satisfactory |
| 3. | The staff plan and work together to search for solutions to address diverse student needs. | 4.35 | Satisfactory |
| 4. | A variety of opportunities and structures exist for collective learning through open dialogue. | 4.33 | Satisfactory |
| 5. | The staff engages in dialogue that reflects a respect for diverse ideas that lead to continued inquiry. | 4.30 | Satisfactory |
| 6. | Professional development focuses on teaching and learning. | | Satisfactory |
| | | 4.40 | |
| 7. | School staff and stakeholders learn together and apply new knowledge to solve problems. | 4.35 | |
| | | | Satisfactory |
| 8. | School staff is committed to programs that enhance learning. | | Satisfactory |
| | | 4.40 | |
| | **Grand Mean** | 4.35 | Satisfactory |

Legend:

| **Response** | **Mean Range** | **Description of Quality of Support** |
|---|---|---|

| | | |
|---|---|---|
| 5 | 4.50-5.00 | Excellent |
| 4 | 3.50-4.49 | Satisfactory |
| 3 | 2.50-3.49 | Moderate |
| 2 | 1.50-2.49 | Fair |
| 1 | 1.00-1.49 | Poor |

**Shared Personal Practices**

On table 5 are the data revealing the perceptions of ALS teachers regarding the quality of professional learning support in terms of shared personal practices. This domain reflects how well teachers collaborate informally and formally to improve instructional practices and support one another's professional growth. The results yielded a grand mean of 4.38, indicating that the level of support in this area is perceived as satisfactory by the respondents.

The findings reveal that opportunities for collaboration and peer support are present in ALS learning environments. Teachers reported that they regularly engage in informal sharing of strategies, provide constructive feedback to one another, and participate in collaborative activities aimed at improving student learning. Practices such as peer observation, coaching, mentoring, and reviewing student work are also part of their regular routines, showing a strong sense of professional community. Teachers feel that their efforts are recognized and celebrated, and they are supported in taking risks and innovating in their practice. This reflects a professional atmosphere where collaboration is not only expected but valued.

The results implied that ALS teachers experience meaningful support through shared personal practices. These interactions foster a learning culture that emphasizes mutual respect, continuous improvement, and collective responsibility for student success. Cheng et al. (2015) highlights that a culture of mutual respect and continuous improvement is cultivated when teachers engage in reflective dialogues and shared practices. This is reflected in the study, where teachers reported feeling supported in taking risks and innovating in their instructional practices. The results suggest that ALS teachers experience a professional atmosphere where collaboration is not only encouraged but also valued, as described by Jones et al. (2013).

**Table 5** Level of quality of professional learning support in terms of **shared personal practices.**

| **Shared Personal Practice** | | Mean | Description |
|---|---|---|---|
| 1. | Opportunities exist for staff to observe peers and offer encouragement. | 4.49 | Satisfactory |
| 2. | The staff provides feedback to peers related to instructional practices. | 4.35 | Satisfactory |
| 3. | The staff informally shares ideas and suggestions for improving student learning. | 4.37 | Satisfactory |
| 4. | The staff collaboratively reviews student work to share and improve instructional practices. | 4.39 | Satisfactory |
| 5. | Opportunities exist for coaching and mentoring. | 4.23 | Satisfactory |
| 6. | Individuals and teams have the opportunity to apply learning and share the results of their practices. | 4.30 | Satisfactory |
| 7. | Caring relationships exist among staff and students that are built on trust and respect. | 4.41 | Satisfactory |
| 8. | A culture of trust and respect exists for taking risks. | 4.48 | Satisfactory |
| 9. | Outstanding achievement is recognized and celebrated in our school. | 4.49 | Satisfactory |
| 10. | School staff and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school. | 4.29 | Satisfactory |
| | **Grand Mean** | 4.38 | Satisfactory |

Legend:

| **Response** | **Mean Range** | **Description of Quality of Support** |
|---|---|---|
| 5 | 4.50-5.00 | Excellent |
| 4 | 3.50-4.49 | Satisfactory |
| 3 | 2.50-3.49 | Moderate |
| 2 | 1.50-2.49 | Fair |
| 1 | 1.00-1.49 | Poor |

**Knowledge Management Practices**

This study's second research problem aims to measure the knowledge management practices of the ALS teachers. The indicators include: knowledge management practices, focused on knowledge acquisition, knowledge storage, knowledge sharing, knowledge application, and knowledge creation.

**Knowledge Acquisition**

Table 6 presents the responses of ALS teachers regarding their level of practice in terms of knowledge acquisition—a key component of knowledge management. This dimension focuses on how teachers seek, access, and internalize knowledge for personal and professional growth. The results of the survey yielded a grand mean of 4.66, indicating that knowledge acquisition is highly practiced among ALS teachers.

As shown in their responses, ALS teachers are motivated to acquire new knowledge in order to improve their competence and the quality of their work. They actively participate in trainings and make use of various platforms and opportunities for learning. In addition, knowledge acquisition is not limited to formal sessions; teachers also learn through their work assignments and through self-driven efforts aimed at personal and professional development.

The findings imply that ALS teachers demonstrate a strong commitment to continuous learning. Their high level of engagement in acquiring new knowledge reflects a proactive attitude toward self-improvement and instructional effectiveness—an essential element for sustaining quality education in the ALS context.

The findings related to knowledge acquisition in this study align closely with existing literature on the importance of continuous learning and self-driven professional development for teachers. According to Brown and Duguid (2017), knowledge acquisition is a dynamic, ongoing process that emerges through interactions and self-driven efforts within communities of practice.

**Table 6** Level of knowledge management practices in terms of **knowledge acquisition.**

| Knowledge Acquisition | | Mean | Description |
|---|---|---|---|
| 1. | I am motivated to improve my competences by acquiring new knowledge. | 4.64 | Highly Practiced |
| 2. | I attend trainings to develop my competence. | 4.66 | Highly Practiced |
| 3. | I acquire knowledge to improve my work quality. | 4.69 | Highly Practiced |
| 4. | I acquire knowledge to develop myself. | 4.70 | Highly Practiced |
| 5. | I acquire knowledge through different platforms, | 4.61 | Highly Practiced |
| 6. | I acquire knowledge through the work assigned to me. | 4.68 | Highly Practiced |
| | Grand Mean | 4.66 | Highly Practiced |

**Legend:**

| Response | Mean Range | Description of Response |
|---|---|---|
| 5 | 4.50-5.00 | Highly Practiced |
| 4 | 3.50-4.49 | Practiced |
| 3 | 2.50-3.49 | Moderately Practiced |
| 2 | 1.50-2.49 | Least Practiced |
| 1 | 1.00-1.49 | Not Practiced |

**Knowledge Storage**

Presented in Table 7 are the responses of ALS teachers regarding their practices in *knowledge storage*, which refers to how acquired information is organized, retained, and made accessible for future use. The results yielded a *grand mean of 4.42*, indicating that knowledge storage is *practiced* among ALS teachers.

The findings suggest that teachers take deliberate steps to preserve and organize the knowledge they acquire. They are able to store notes and learning materials such as handouts and presentations in ways that make them easy to access and review when needed. In addition, teachers report being capable of retrieving information and connecting new knowledge with what they already know, demonstrating an organized approach to managing learning.

This level of practice implies that ALS teachers not only acquire knowledge but also actively manage it for continued use and application. Such habits are essential in maintaining professional competence and improving instruction over time. Furthermore, data reflect that knowledge storage is a well-practiced aspect of knowledge management among ALS teachers. Their ability to retain, organize, and retrieve information supports long-term professional growth and instructional effectiveness.

Dalkir and Liebowitz (2011) emphasize that knowledge storage is a critical component of knowledge management, as it ensures that valuable information is preserved and accessible for future use. The teachers' ability to connect new knowledge with existing information demonstrates an organized approach to managing learning, which aligns with Kuah and Wong's (2012) argument that a well-structured knowledge repository is crucial for facilitating efficient knowledge retrieval.

**Table 7** Level of knowledge management practices in terms of **knowledge storage.**

| Knowledge Storage | | Mean | Description |
|---|---|---|---|
| 1. | The knowledge I acquired can be accessed online. | 4.34 | Practiced |
| 2. | I know how to search/retrieve the knowledge I acquired. | 4.43 | Practiced |
| 3. | I know how to connect the new knowledge I acquired to the existing knowledge that I have. | 4.49 | Practiced |
| 4. | I keep the notes of the knowledge I acquired for easy access. | 4.38 | Practiced |

| | | | |
|---|---|---|---|
| 5. | I ensure to have copies of handouts, and presentations for me to easily review the knowledge I acquired. | 4.46 | Practiced |
| | Grand Mean | 4.42 | Practiced |

**Legend:**

| Response | Mean Range | Description of Response |
|---|---|---|
| 5 | 4.50-5.00 | Highly Practiced |
| 4 | 3.50-4.49 | Practiced |
| 3 | 2.50-3.49 | Moderately Practiced |
| 2 | 1.50-2.49 | Least Practiced |
| 1 | 1.00-1.49 | Not Practiced |

**Knowledge Sharing**

Table 8 highlights the responses of ALS teachers regarding their practices in *knowledge sharing*, an essential component of collaborative professional learning. This dimension emphasizes how teachers communicate and exchange knowledge within their teams or learning communities. The results yielded a *grand mean of 4.42*, indicating that knowledge sharing is *practiced* among ALS teachers.

Based on the results, teachers engage in active collaboration with their peers by participating in discussions, sharing insights, and exchanging ideas gained from trainings and experiences. Knowledge sharing is observed both in informal team settings and formal group platforms such as Learning Action Cell (LAC) sessions. Teachers value the contribution of shared knowledge in generating new ideas and innovations to improve teaching strategies and student learning outcomes.

It can be gleaned from the results that knowledge sharing is a well-established practice among ALS teachers. Their openness to collaborate and exchange ideas strengthens team learning and fosters innovation within the professional learning community.

The study's findings, which show that ALS teachers value the contribution of shared knowledge to innovate and improve teaching strategies, align with Raudeliūnė's et al. (2022) view that knowledge sharing is a key mechanism for enhancing teaching and student learning outcomes. This collaborative approach enables teachers to leverage the experiences and insights of their peers to enrich their own practices.

**Table 8** Level of knowledge management practices in terms of **knowledge sharing.**

| Knowledge Sharing | | Mean | Description |
|---|---|---|---|
| 1. | I cooperate in knowledge sharing. | 4.56 | Highly Practiced |
| 2. | I discuss with my team the value of the knowledge. | 4.42 | Practiced |
| 3. | With my group, I discuss what new ideas can be generated from the knowledge we have from the training. | 4.40 | Practiced |
| 4. | I lead discussions during school learning action cell about the knowledge I learned. | 4.24 | Practiced |
| 5. | I share what I know so our team will be able to innovate. | 4.47 | Practiced |
| Grand Mean | | 4.42 | Practiced |

**Legend:**

| Response | Mean Range | Description of Response |
|---|---|---|
| 5 | 4.50-5.00 | Highly Practiced |
| 4 | 3.50-4.49 | Practiced |
| 3 | 2.50-3.49 | Moderately Practiced |
| 2 | 1.50-2.49 | Least Practiced |
| 1 | 1.00-1.49 | Not Practiced |

**Knowledge Application**

Table 9 presents the responses of ALS teachers regarding their level of practice in *knowledge application*, which refers to how acquired knowledge is put into action in real teaching and work contexts. The results yielded a *grand mean of 4.55*, indicating that knowledge application is *highly practiced* among ALS teachers.

Specifically, the responses show that teachers are able to effectively transfer what they have learned from trainings into their daily teaching activities and work environments. This includes applying new instructional strategies, developing teaching materials, and enhancing the quality of classroom interactions. Teachers also use their acquired knowledge to improve work processes and create tools that support alternative learning delivery in the ALS context.

The results indicate that ALS teachers are not only receptive to professional development but are also capable of transforming that knowledge into meaningful practices that benefit their learners and their professional growth. The findings reflect a strong culture of knowledge application among ALS teachers. Their ability to apply what they learn contributes directly to the continuous improvement of instruction and the overall effectiveness of

ALS program implementation.

For McDermott and O'Dell (2017), applying acquired knowledge in real-world settings is key to improving teaching effectiveness and organizational performance. This is mirrored in the study's results, where ALS teachers apply new instructional strategies, develop teaching materials, and enhance classroom interactions. These practices demonstrate that ALS teachers are not only absorbing new knowledge but are also transforming it into tools and strategies that benefit student learning and overall teaching quality.

**Table 9** Level of knowledge management practices in terms of **knowledge application.**

| Knowledge application | | Mean | Description |
|---|---|---|---|
| 1. | I know how to apply the learnings I have from the trainings. | 4.51 | Highly Practiced |
| 2. | I apply the knowledge from the training for the improvement of my working environment. | 4.56 | Highly Practiced |
| 3. | Through the training, I am able to apply new strategies in teaching and create teaching resources. | 4.54 | Highly Practiced |
| 4. | Through the training, I pursue development in the quality of my work (classroom activities; teaching strategies). | 4.59 | Highly Practiced |
| 5. | I apply the knowledge to develop new methodical and educational tools for ALS. | 4.56 | Highly Practiced |
| | Grand Mean | 4.55 | Highly Practiced |

**Legend:**

| Response | Mean Range | Description of Response |
|---|---|---|
| 5 | 4.50-5.00 | Highly Practiced |
| 4 | 3.50-4.49 | Practiced |
| 3 | 2.50-3.49 | Moderately Practiced |
| 2 | 1.50-2.49 | Least Practiced |
| 1 | 1.00-1.49 | Not Practiced |

**Knowledge Creation**

Table 10 shows the perceptions of ALS teachers regarding their engagement in *knowledge creation*, which refers to the ability to generate new ideas, strategies, and professional competencies based on existing knowledge. The results yielded a *grand mean of 4.46*, indicating that knowledge creation is *practiced* among ALS teachers.

Based on the results, teachers are able to apply what they have learned in ways that lead to new insights and innovative approaches in the context of ALS. They reported developing unique teaching strategies, enhancing their creativity, and producing knowledge that is relevant to their learners and instructional needs. This demonstrates not only the use of acquired knowledge but also its transformation into practices that support continuous improvement.

Additionally, the responses reflect that ALS teachers are capable of creative thinking and reflective practice, both of which are essential for addressing the diverse challenges present in non-formal education settings. The ability to create and adapt knowledge plays a crucial role in ensuring the relevance and responsiveness of instruction in the ALS program.

It is implied from the data that ALS teachers practice knowledge creation in meaningful ways. Their capacity to innovate and contribute new ideas enhances the quality and sustainability of teaching and learning within alternative education. Grimsdottir and Edvardsson (2018) emphasize that knowledge creation is an ongoing process that is deeply connected to creative thinking and reflective practice. The study's findings, which show that ALS teachers are able to develop unique teaching strategies and enhance their creativity, reflect this perspective. Teachers' ability to generate new ideas and adapt existing knowledge to meet the needs of their learners demonstrates the transformative process of knowledge creation described by Grimsdottir and Edvardsson (2018).

**Table 10** Level of knowledge management practices in terms of **knowledge creation.**

| Knowledge Creation | | Mean | Description |
|---|---|---|---|
| 1. | Through the knowledge I acquired, I create new knowledge applicable for ALS. | 4.48 | Practiced |
| 2. | I am able to develop unique professional competencies. | 4.37 | Practiced |
| 3. | My creativity is enhanced. | 4.47 | Practiced |
| 4. | I can simulate my creativity from the knowledge gained. | 4.51 | Practiced |
| 5. | I can create new teaching strategies from the strategies I have learned. | 4.49 | Practiced |
| | Grand Mean | 4.46 | Practiced |

**Legend:**

| Response | Mean Range | Description of Response |
|---|---|---|
| 5 | 4.50-5.00 | Highly Practiced |

| | | |
|---|---|---|
| 4 | 3.50-4.49 | Practiced |
| 3 | 2.50-3.49 | Moderately Practiced |
| 2 | 1.50-2.49 | Least Practiced |
| 1 | 1.00-1.49 | Not Practiced |

**Relationship of the Quality of Professional Learning Support and Knowledge Management**

Table 11 presents the correlation results between various dimensions of professional learning support and the knowledge management practices of ALS teachers. The date reveal that all aspects of professional learning support have *statistically significant positive relationships* with all dimensions of knowledge management practices as seen in the p-values in all dimensions that are less than 0.01 alpha. This indicates that the quality of professional learning support provided to ALS teachers is s*ignificantly related* to how effectively they acquire, store, share, apply, and create knowledge. Thus, this result failed to reject the null hypothesis.

Specific results reveal that Shared and Supportive Leadership shows a moderate but significant correlation with all five knowledge management practices, with the strongest relationship observed with knowledge sharing (p = 0.000). This implies that when leadership practices are collaborative and inclusive, teachers are more likely to engage in sharing and exchanging knowledge.

Shared Vision and Values exhibits strong positive correlations, particularly with knowledge acquisition and knowledge storage, all of which are statistically significant (p = 0.000). This suggests that when teachers operate under a unified set of beliefs and goals, they are more likely to acquire and organize knowledge effectively.

Also, supportive conditions have the strongest correlations with all knowledge management domains, with all relationships showing high significance (p = 0.000). This highlights the importance of resources, time, technology, and infrastructure in enabling teachers to manage and apply knowledge in their teaching practice.

Collective Learning and Application also shows high correlations with all areas, notably with knowledge storage and application, and these are statistically significant (p = 0.000). This supports the idea that collaborative professional learning leads to better internalization and practical use of new knowledge.

Shared Personal Practice is most strongly correlated with knowledge creation and application, and all relationships are statistically significant (p = 0.000). This indicates that informal peer collaboration and feedback contribute significantly to teachers' ability to innovate and apply what they've learned.

The over-all results implied that, when ALS teachers experience high-quality professional learning support—characterized by shared leadership, a clear vision, collaborative culture, and supportive conditions—they are more likely to engage actively in knowledge management practices. This reinforces the idea that a well-structured professional learning environment enables teachers to become more effective knowledge workers within their context.

As Stoll & Kools (2017) highlight, the presence of supportive leadership and a shared vision can significantly enhance teachers' ability to collaborate, share knowledge, and apply new practices to improve teaching and student outcomes.

Moreover, Lomos et al. (2017) suggest that a culture of collaboration and continuous improvement is central to creating an environment where knowledge management can thrive. The results from this study, showing ALS teachers' active engagement in knowledge management practices, reinforce the idea that when schools provide the right conditions—such as time for collaboration, access to resources, and a shared sense of purpose—teachers are better able to manage and apply knowledge to enhance their teaching practices.

**Table 11** Correlation matrix showing the relationship of the quality of professional learning support and the knowledge management practices of the teachers.

***Spearman Rho***

| Learning Supports | | Knowledge acquisition | Knowledge storage | Knowledge sharing | Knowledge application | Knowledge creation |
|---|---|---|---|---|---|---|
| **Shared & supp. leadership** | Cor. Coef. | **0.313**$^{**}$ | **0.386**$^{**}$ | **0.454**$^{**}$ | **0.295**$^{**}$ | **0.325**$^{**}$ |
| | Probability | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| **Shared vision & values** | Cor. Coef. | **0.522**$^{**}$ | **0.520**$^{**}$ | **0.479**$^{**}$ | **0.426**$^{**}$ | **0.475**$^{**}$ |
| | Probability | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| **Supportive condition** | Cor. Coef. | **0.539**$^{**}$ | **0.707**$^{**}$ | **0.594**$^{**}$ | **0.630**$^{**}$ | **0.617**$^{**}$ |
| | Probability | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| **Collective learn. and application** | Cor. Coef. | **0.552**$^{**}$ | **0.734**$^{**}$ | **0.628**$^{**}$ | **0.654**$^{**}$ | **0.619**$^{**}$ |
| | Probability | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| **Shared personal practice** | Cor. Coef. | **0.488**$^{**}$ | **0.620**$^{**}$ | **0.619**$^{**}$ | **0.631**$^{**}$ | **0.647**$^{**}$ |
| | Probability | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

***.Correl*ation is significant at the 0.01 leve*l.*

**.Correlation is significant at the 0.05 level.*

**Influence of the Quality of Professional Learning Support on the Knowledge Management**

The succeeding tables present the regression results on the influence of professional learning support on knowledge management practices.

**Quality of Professional Learning**
**Support on Knowledge Acquisition**

Presented on table 12 is the regression analysis examining the influence of the quality of professional learning support on knowledge acquisition among ALS teachers. The analysis reveals that the model is statistically significant, with an F-value of 18.499 and a p-value of 0.000, indicating that professional learning support variables significantly predicts knowledge acquisition. Since the probability value is less than 0.05 (p = 0.000), the null hypothesis which states that professional learning support does not significantly influence knowledge acquisition, is rejected. This means that the overall quality of professional learning support has a significant influence on the level of knowledge acquisition among ALS teachers.

Furthermore, the results also revealed that *41.4%* of the variance in knowledge acquisition can be explained by the combined influence of the professional learning support while the remaining percentage of 58.6% is due to factors not included in this model.

Among the five variables of professional learning support, *Shared Vision and Values* (*p = 0.044*); *Collective Learning and Application* (*p = 0.046*) came out as the best predictors of knowledge acquisition. As shown in the beta coefficient values, the increase in these factors would lead to an increase in the knowledge acquisition among teachers. These results suggest that teachers who share a common vision and values with their colleagues, and who actively engage in collective learning and applying knowledge collaboratively, are more likely to acquire new knowledge relevant to their work.

**Table 12** Influence of the quality professional learning support on the knowledge management in terms of **knowledge acquisition.**

| Learning Support | Coef. β | Std. Error | t – value | Probability |
|---|---|---|---|---|
| (Constants) | 1.931 | 0.297 | 6.493 | 0.000 |
| Shared and supportive leadership | -0.074 | 0.071 | -1.043 | 0.299 |
| Shared vision and values | 0.210 | 0.103 | 2.036 | 0.044* |
| Supportive conditions | 0.130 | 0.150 | 0.865 | 0.389 |
| Collective learning and application | 0.300 | 0.149 | 2.019 | 0.046* |
| Shared personal practices | 0.060 | 0.125 | 0.478 | 0.633 |

$R^2$ = 0.414 F – Value = 18.499
Probability = 0.000** ** = Significant at 1% level.
* = Significant at 5% level.

These results align with existing research on professional learning communities, which emphasizes the role of shared values, vision, and collaborative learning in promoting continuous professional development and knowledge acquisition among educators (Lomos et al., 2017; Cheng, 2015). By creating an environment where teachers are encouraged to learn together, share ideas, and align their practices with a collective vision, schools can significantly enhance the knowledge acquisition process, leading to improved teaching outcomes and student success.

**Quality of Professional Learning**
**Support on Knowledge Storage**

Table 13 displays the regression results on the influence of the quality of professional learning support on *knowledge storage* among ALS teachers. The model is statistically significant, as shown by the *F-value of 29.250* and a *p-value of 0.000*, indicating that the collective learning support factors significantly influence how ALS teachers store knowledge. Hence, the null hypothesis stating that professional learning support does not significantly influence knowledge storage is *rejected*. This confirms that the quality of professional learning support has a *significant overall influence* on knowledge storage practices among ALS teachers.

The results further show that 52.8% of the variance in knowledge storage can be attributed to the professional learning support teachers receive. This means, there are other factors which are not covered in the model.

Among the indicators, two variables were identified as significant predictors: Supportive Conditions (*p = 0.032*); and Collective Learning and Application (*p = 0.001*). The beta coefficient results of 0.325 and 0.491 respectively are pointing that for every unit increase of supportive condition and collective learning and application, these also increases the ability of the teachers to store knowledge. These findings suggest that when ALS teachers are provided with adequate resources, time, and opportunities for collaborative learning, they are more likely to organize, store, and retrieve knowledge effectively for future use.

These results align with Raudeliūnė et al. (2022), who argue that supportive conditions and collaborative learning environments are essential for knowledge storage and retrieval. The findings emphasize that professional learning support, particularly in the form of adequate resources and collaborative opportunities, plays a critical role in ensuring that teachers can effectively store and manage the knowledge they acquire, contributing to their professional growth and the overall success of their instructional practices.

**Table 13** Influence of the quality professional learning support on the knowledge management in terms of **knowledge storage.**

| Learning Support | Coef. β | Std. Error | t – value | Probability |
|---|---|---|---|---|
| (Constants) | 1.199 | 0.297 | 4.035 | 0.000 |
| Shared and supportive leadership | -0.064 | 0.071 | -0.912 | 0.364 |
| Shared vision and values | -0.053 | 0.103 | -0.510 | 0.611 |
| Supportive conditions | 0.325 | 0.150 | 2.170 | 0.032* |

| | | | | |
|---|---|---|---|---|
| Collective learning and application | 0.491 | 0.148 | 3.310 | 0.001** |
| Shared personal practices | 0.034 | 0.125 | 0.275 | 0.784 |

$R^2$ = 0.528 F – Value = 29.250
Probability = 0.000** ** = Significant at 1% level.
* = Significant at 5% level.

**Quality of Professional Learning**
**Support on Knowledge Sharing**

As shown in table 14, professional learning support has a significant influence on knowledge sharing practices as revealed in the F-value of 14.248 and a p-value of 0.000; thus, the null hypothesis is rejected.

Furthermore, 35.2% in the variability of knowledge sharing among ALS teachers can be attributed to knowledge sharing and the remaining 64.8% is attributed to factors which are not part of the model.

Among the indicators, the best predictor of knowledge sharing is shared and supportive leadership (p-value=.002) with the beta coefficient score of 0.285; hence, for every unit increased in support would also mean an increase in their ability to share knowledge. This result implies that when leadership is inclusive, participatory, and supportive, ALS teachers are more likely to engage in active knowledge sharing with their peers. It highlights the important role of leadership in fostering a collaborative culture.

This finding highlights the crucial role that leadership plays in promoting a culture of collaboration and knowledge sharing. When leadership is inclusive, participatory, and supportive, ALS teachers are more likely to engage in active knowledge sharing. Balyer et al. (2015) emphasize that shared leadership creates an environment where teachers feel valued and empowered to contribute their knowledge, and Hord & Tobia (2012) support this by stating that collaborative and supportive leadership fosters a culture of trust and open communication, key elements for effective knowledge sharing.

Moreover, these results suggest that leadership, when exercised in a manner that encourages collaboration and values the contributions of teachers, can significantly enhance the practice of knowledge sharing within schools. Killion and Harrison (2017) also argue that teacher leadership plays a pivotal role in encouraging knowledge exchange among colleagues, further supporting the findings of the current study.

**Table 14** Influence of the quality professional learning support on the knowledge management in terms of **knowledge sharing.**

| Learning Support | Coef. β | Std. Error | t – value | Probability |
|---|---|---|---|---|
| (Constants) | 1.438 | 0.375 | 3.838 | 0.000 |
| Shared and supportive leadership | 0.285 | 0.089 | 3.201 | 0.002** |
| Shared vision and values | -0.023 | 0.130 | -0.176 | 0.860 |
| Supportive conditions | 0.068 | 0.189 | 0.362 | 0.718 |
| Collective learning and application | 0.241 | 0.187 | 1.288 | 0.200 |
| Shared personal practices | 0.126 | 0.157 | 0.801 | 0.425 |

$R^2$ = 0.352 F – Value = 14.248
Probability = 0.000** ** = Significant at 1% level.
* = Significant at 5% level.

**Quality of Professional Learning**
**Support on Knowledge Application**

As shown in table 15, learning support significantly influence how ALS teachers apply the knowledge they acquire (F-value of 29.493 and a probability value of 0.000). As a result, the null hypothesis stating that professional learning support does not significantly affect knowledge application is rejected.

In addition, the results also revealed that 53.0% of the variance in knowledge application can be explained by the five learning support factors included in the model and the remaining can be explained by other factors not investigated in the study. This suggests teachers' ability to apply new knowledge is associated with the support they receive within their professional environment.

Among the five dimensions, three were identified as significant predictors. Shared and supportive leadership (p = 0.023), supportive conditions (p = 0.009), and shared personal practices (p = 0.003) significantly contributed to the application of knowledge. Also their beta coefficient values of 0.166, 0.406, 0.383 respectively are evident that in every unit increase of these variables also means a corresponding increase to the teachers' ability to apply their knowledge. These findings imply that when ALS teachers experience strong leadership, access to necessary resources, and a culture of collaboration and encouragement among peers, they are more likely to translate their learning into practical classroom strategies and innovations.

These results are consistent with Balyer et al. (2015), who argue that shared leadership creates an environment where teachers feel supported and motivated to apply new knowledge in their teaching. Raudeliūnė et al. (2022) also highlight the importance of supportive conditions, such as access to resources and time for collaboration, in enhancing teachers' ability to apply new knowledge. Furthermore, Leung (2010) underscores the significance of shared personal practices, where collaborative activities like peer observation and feedback provide opportunities for teachers to refine their teaching practices and apply new ideas effectively.

**Table 15** Influence of the quality professional learning support on the knowledge management in terms of **knowledge application.**

| Learning Support | Coef. β | Std. Error | t – value | Probability |
|---|---|---|---|---|
| (Constants) | 1.313 | 0.303 | 4.330 | 0.000 |
| Shared and supportive leadership | 0.166 | 0.072 | 2.307 | 0.023* |
| Shared vision and values | -0.049 | 0.105 | 0.463 | 0.644 |
| Supportive conditions | 0.406 | 0.153 | 2.655 | 0.009** |
| Collective learning and application | 0.167 | 0.151 | 1.101 | 0.273 |
| Shared personal practices | 0.383 | 0.127 | 3.009 | 0.003** |

$R^2$ = 0.530 F – Value = 29.493

Probability = 0.000** ** = Significant at 1% level.

* = Significant at 5% level.

**Quality of Professional Learning**
**Support on Knowledge Creation**

Regression results on table 16 revealed that the influence of the quality of professional learning support on knowledge creation among ALS teachers is statistically significant, with an F-value of 20.425 and a probability value of 0.000; thus, the null hypothesis stating that professional learning support does not significantly influence knowledge creation is rejected. This is indicative that the combination of learning support variables significantly contributes to the teachers' ability to create new knowledge.

Moreover, 43.8% of the variance in knowledge creation can be explained by the five learning support dimensions included in the model and the remaining percentage is attributed to other factors.

The best predictor among the indicators of professional learning support is shared personal practices was found to have a statistically significant effect on knowledge creation, with a p-value of 0.003 and a beta coefficient value of 0.472. This manifest that for every increase of the support is also. Corresponding increase of the teachers ability to create knowledge. The p-value show that this is significant. This implies that when teachers are supported to engage in collaborative practices, such as exchanging ideas, mentoring, and giving feedback to one another, they are more likely to generate new strategies, tools, and instructional methods.

Cheng et al. (2015) highlight that collaborative practices such as peer mentoring and feedback are essential for fostering a culture of innovation and knowledge creation within schools. The study's findings align with this view, showing that shared personal practices significantly contribute to teachers' ability to develop new knowledge.

Additionally, Leung (2010) emphasizes the importance of collaboration in creating a dynamic and responsive learning environment, where teachers can share and refine their ideas, leading to the creation of new teaching methods and strategies. The results from this study further support this, indicating that when teachers collaborate regularly and engage in reflective practices, they are more capable of creating innovative solutions to enhance student learning.

**Table 16** Influence of the quality professional learning support on the knowledge management in terms of **knowledge creation.**

| Learning Support | Coef. β | Std. Error | t – value | Probability |
|---|---|---|---|---|
| (Constants) | 1.018 | 0.371 | 2.747 | 0.007 |
| Shared and supportive leadership | -0.116 | 0.088 | -1.315 | 0.191 |
| Shared vision and values | 0.029 | 0.129 | 0.227 | 0.821 |
| Supportive conditions | 0.336 | 0.187 | 1.802 | 0.074 |
| Collective learning and application | 0.071 | 0.185 | 0.385 | 0.701 |
| Shared personal practices | 0.472 | 0.156 | 3.033 | 0.003** |

$R^2$ = 0.438 F – Value = 20.425

Probability = 0.000** ** = Significant at 1% level.

* = Significant at 5% level.

## CHAPTER V

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the major findings, conclusions drawn from the data, and recommendations based on the results of the study.

### *Summary of Findings*

The research aimed to assess the quality of professional learning support and its influence on knowledge management practices among Alternative Learning System (ALS) teachers in Cotabato Division. It also explored the challenges encountered by teachers in managing knowledge and

the types of support they need to enhance their professional growth.

The quantitative portion of the study focused on examining the quality of professional learning support received by ALS teachers, their current knowledge management practices, and how these two domains are related. The findings show that ALS teachers generally perceive a satisfactory level of professional learning support in terms of leadership, shared vision, access to resources, collaboration, and collegiality. These supportive conditions appear to foster an environment that encourages ongoing learning and improvement.

In terms of knowledge management practices, ALS teachers demonstrate strong engagement across all five dimensions: acquiring, storing, sharing, applying, and creating knowledge. They actively participate in professional development activities, apply their learnings in their teaching practices, and show initiative in developing new instructional strategies.

Statistical analyses revealed that professional learning support is significantly and positively related to all aspects of knowledge management. This suggests that when teachers experience supportive leadership, clear goals, collaborative opportunities, and adequate resources, they are more likely to acquire, apply, and share knowledge effectively. Further, regression analyses confirmed that professional learning support significantly influences each knowledge management practice. Certain dimensions such as collective learning, supportive conditions, and shared personal practices emerged as consistent predictors, are predictors of knowledge management practices.

Moreover, the qualitative phase of the study explored the lived experiences of ALS teachers regarding their challenges in managing knowledge and the kind of support they need. Two major themes emerged: systemic and structural barriers, and interpersonal and psychological factors.

Teachers expressed a need for stronger institutional support and they also highlighted the importance of emotional support from families and professional encouragement from school heads and peers. Financial and material support—such as access to learning materials, proper facilities, and operational budgets—were also emphasized as essential to effectively managing knowledge in the ALS context.

### *Conclusions*

Based on the findings of the study, it is evident that ALS teachers perceive the quality of professional learning support as generally satisfactory. Dimensions such as shared and supportive leadership, shared vision and values, supportive conditions, collective learning and application, and shared personal practices contribute meaningfully to their professional development experiences. At the same time, ALS teachers demonstrate high practice of knowledge management especially in acquiring, applying, and creating knowledge relevant to their work in alternative learning settings.

Statistical analyses further revealed that the quality of professional learning support significantly influences the extent to which ALS teachers are able to manage knowledge. Key predictors such as collective learning, supportive conditions, and shared personal practices underscore the importance of fostering a collaborative and well-resourced environment that supports professional growth. The findings affirm that when learning environments are structured to encourage trust, collaboration, and innovation, ALS teachers are better equipped to engage in continuous learning and improvement.

Qualitative data enriched these findings by highlighting the persistent challenges faced by ALS teachers, including time and workload constraints, lack of resources, financial limitations, emotional stress, and lack of recognition. Teachers articulated a strong need for institutional, community, and personal support systems to help them overcome these barriers. Their experiences emphasize the importance of both systemic improvements and relational support to ensure effective knowledge management in the field.

### *Recommendations*

Based on the findings, the following are recommended:

1. The Department of Education, through division offices and school leadership, should institutionalize ongoing, structured professional development programs for ALS teachers. This includes regular LAC sessions, technical assistance, peer mentoring, and coaching tailored to ALS needs.
2. ALS teachers must be provided with adequate materials, digital tools, and financial support to carry out their responsibilities effectively. Access to operational funds such as MOOE, as well as ICT and instructional materials, should be made consistent across learning centers.
3. *Address Workload and Time Management Issues*
   Policies should be developed to help manage teacher workload, including protecting time for professional learning and collaboration. ALS implementers should be provided time within their schedule to engage in reflective practice and knowledge sharing.
4. Training should be context-specific and practical. Workshops focused on digital literacy, alternative modes of teaching, assessment tools, and modular instruction should be prioritized to meet the unique demands of ALS delivery.
5. Future researchers are encouraged to conduct similar studies in other geographical locations or regions to compare and validate the findings of this study. There may be new knowledge which can be found on the quality of professional learning support and knowledge management practices based on context and resources.

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