Alternative Learning System Teachers as Parental Figures: Their Role in Learners' Mentorship

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Abstract:

In the Alternative Learning System (ALS), teachers often serve dual roles as academic instructors and surrogate parental figures, especially for learners from disadvantaged backgrounds. This study aimed to assess the extent to which ALS teachers fulfill parental roles and examine its relationship with learners' mentorship levels. Utilizing a descriptive-correlational research design, data were collected from 43 ALS teachers and 100 learners in North I District, Dalipuga, Division of Iligan City. A researcher-developed questionnaire measured dimensions of teacher support and learner mentorship. Statistical tools employed included arithmetic mean, standard deviation, and Pearson's correlation coefficient. Results showed that ALS teachers demonstrated a high level of involvement as parental figures (M = 4.165), particularly in Academic Guidance (M = 4.209) and Discipline and Structure (M = 4.233). Learners also reported a high level of mentorship (M = 4.26), with Mentorship Engagement (M = 4.354) and Student Well-being (M = 4.316) being rated very high. However, correlation analysis revealed no significant relationship between ALS teachers' roles and learners' mentorship (r = -0.006, p = 0.971). The findings suggest that while both teacher involvement and learner mentorship are positively perceived, they operate independently. These results highlight the need for further investigation into factors influencing mentorship outcomes and support the continued professional development of ALS teachers in providing holistic learner support.

Keywords: Alternative Learning System (ALS), Mentorship, Parental Role of Teachers, Learner Support, Teacher-Learner Relationship.

INTRODUCTION

In the Alternative Learning System (ALS), teachers often assume roles that extend far beyond academic instruction—they become parental figures and life mentors to their learners. Many ALS students come from disadvantaged backgrounds, such as broken families, extreme poverty, or unstable living conditions, which deprive them of consistent guidance and emotional support at home. As a result, ALS teachers are not only responsible for delivering lessons but also for providing the encouragement, discipline, and moral guidance that many learners lack. By serving as surrogate parents, these educators help build the learners' self-esteem, resilience, and sense of purpose, which are crucial for their continued engagement in education. Their mentorship fosters a safe, nurturing, and motivating learning environment where students are empowered to overcome personal challenges, pursue their goals, and become productive members of society. Understanding the multifaceted role of ALS teachers as both mentors and parental figures is therefore vital in recognizing their impact on learners' academic success and holistic development.

Alternative Learning System (ALS) teachers in the Philippines are expected to go beyond traditional instruction by addressing the holistic needs of learners, often assuming roles similar to those of parental figures. ALS teachers deliver the K to 12 Basic Education Curriculum using flexible, learner-centered modalities such as modular, blended, and community-based instruction, which enables them to connect more personally and meaningfully with learners (DepEd Order No. 21, s. 2019). This individualized approach is reinforced through the use of Individual Learning Agreements (ILAs), which are tailored to each learner's goals, pace, and level of competency—mirroring how a parent nurtures a child's development (DepEd Order

No. 58, s. 2012). Furthermore, ALS teachers are responsible for ongoing assessment and instructional adjustments based on learners' progress, promoting continuous mentorship and support (ALS Manual of Operations, 2019). Their role also extends to community engagement and collaboration with stakeholders to support learners beyond academics, providing access to life skills training and development opportunities (DepEd Order No. 48, s. 2018). Assessment tools such as the Functional Literacy Test (FLT) and learner portfolios are also utilized to monitor progress and guide instruction, deepening the teacher-learner relationship (DepEd Order No. 33, s. 2001). In performing these duties, ALS teachers serve as mentors and surrogate parents, creating a nurturing and supportive environment that fosters both academic success and personal growth (ALS Manual of Operations, 2019).

While the roles and responsibilities of Alternative Learning System (ALS) teachers have been well-documented in terms of curriculum delivery, individualized instruction, and administrative duties, there is a noticeable lack of research focusing on their role as parental figures and mentors. Much of the existing literature emphasizes the technical and instructional aspects of ALS implementation, with little attention given to the emotional and social support that teachers provide—especially to learners from marginalized or non-traditional backgrounds. The mentorship dimension, which includes guidance, values formation, and emotional nurturing, is often overlooked despite being a critical component of learner development. This creates a research gap in understanding how ALS teachers influence not only academic progress but also personal growth and resilience. Addressing this gap is essential to fully appreciating the multifaceted impact of ALS teachers and improving support structures within alternative education settings.

This study aims to explore the influence of Alternative Learning System (ALS) teachers as parental figures on the mentorship of learners. In the context of ALS, where many learners come from marginalized and non-traditional backgrounds, teachers often assume roles that extend beyond instruction, offering emotional and social support that resemble parental care. The study specifically seeks to assess the extent of ALS teachers' involvement in areas such as emotional support, academic guidance, discipline and structure, mentorship and role modeling, and the establishment of trust and security. Likewise, it aims to evaluate the level of mentorship learners' experience, focusing on dimensions like observational learning, encouragement and reinforcement, academic and social development, mentorship engagement, and overall student well-being. Ultimately, the research intends to determine whether a significant relationship exists between ALS teachers' parental roles and the quality of mentorship experienced by learners, thereby contributing to the broader understanding of how alternative education settings foster holistic learner development.

METHODS
Research Design
This study employed a descriptive-correlational design to examine the role of Alternative Learning System (ALS) teachers as parental figures and their influence on learner mentorship. The descriptive component analyzed how ALS teachers provided emotional support, academic guidance, discipline, and security. The correlational aspect assessed the relationship between these perceived parental roles and the level of mentorship learners experienced. While causality was not established, the design offered insights into how nurturing roles relate to learner development, guiding improvements in ALS mentorship practices (Creswell, 2018).

Research Setting
This study was conducted in North I District, Dalipuga, under the Division of Iligan City—a key educational hub in Northern Mindanao comprising 44 barangays and known for its natural attractions like Maria Cristina and Tinago Falls. Established in 1964, the division includes 13 elementary districts, 81 public elementary schools, 30 public secondary schools, 53 private elementary schools, and 28 private secondary schools. North I District was selected as the research site due to its relevance in exploring the role of ALS teachers as parental figures and their impact on learner mentorship within a representative educational and community setting.

Research Respondents

The study involved 43 ALS teachers and 100 learners from North I District, Dalipuga, Division of Iligan City. All ALS teachers were selected through complete enumeration, requiring them to be licensed, actively teaching in the district for at least one year, involved in student development, and willing to provide informed consent. Learners were selected through purposive sampling based on their enrollment in the district, at least one year of attendance, and ability to understand and complete the questionnaire. Minors participated with parental or guardian consent to ensure ethical compliance.

Research Instrument

The research instrument used in this study is a researcher-developed questionnaire designed to evaluate the role of teachers as parental figures in providing student support and mentorship. The instrument was created after an extensive review of relevant literature and theoretical frameworks, ensuring that the questions align with the study's goals. The questionnaire is divided into two main sections: Teachers' Role as Parental Figures and Learners' Mentorship, each containing five key indicators. Part I: ALS Teachers' Role as Parental Figures. Part I of the instrument examines the multifaceted role of ALS teachers as parental figures, focusing on their influence in providing emotional support, academic guidance, discipline, mentorship, and building trust. The section is divided into five key areas: Emotional Support, Academic Guidance, Discipline and Structure, Mentorship and Role Modeling, and Trust and Security. Each area evaluates how teachers create a supportive and structured environment where students feel safe, encouraged, and empowered. Teachers' abilities to show empathy, provide academic assistance, enforce fair discipline, model positive values, and establish trust with students are assessed. The scale used in this section is a 5-point Likert scale: 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree), allowing for a range of responses that reflect varying levels of agreement with the statements related to teachers' roles as parental figures. Part II: Learners' Mentorship. Part II shifts focus to the students' perspective, evaluating the impact of ALS teachers on their mentorship, personal development, and well-being. This section includes five key indicators: Observational Learning, Encouragement and Reinforcement, Academic and Social Development, Mentorship Engagement, and Student Well-being. It explores how students learn by observing their teachers, receive encouragement and feedback, develop academically and socially, engage in mentorship opportunities, and experience emotional support in the classroom. The scale used in this section is also a 5-point Likert scale: 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree), enabling students to express their level of agreement with statements regarding the mentorship and guidance they receive from their teachers, reflecting the extent of the teachers' influence on their academic and personal growth.

Instruments Validation

The instrument underwent a multi-step validation process to ensure reliability and alignment with the study's objectives. First, content validation was conducted by a panel of experts in education, psychology, and mentorship, who evaluated the clarity, appropriateness, and relevance of each item, particularly in the context of ALS. Face validity followed, involving a small group of teachers and learners who reviewed the instrument for clarity and relevance, helping to identify any ambiguous items. A pilot test was then carried out with a sample of ALS teachers and learners to assess the instrument's practicality and internal consistency, with reliability measured using Cronbach's alpha. Based on expert reviews, respondent feedback, and pilot results, the instrument was refined to ensure it accurately captured the teachers' parental roles and their influence on learner support and mentorship.

Data Gathering Procedure

The data-gathering process began with securing formal approval from ALS coordinators and school administrators through a request letter outlining the study's purpose and objectives. Upon approval, the validated questionnaire was distributed to selected ALS teachers and learners. Prior to distribution, the researcher explained the purpose of the study, the instructions for answering the questionnaire, and the Likert scale used. Respondents were given adequate time to complete the instrument, with follow-up reminders as needed. Collected questionnaires were reviewed for completeness and consistency, with incomplete responses excluded. The finalized data were encoded into statistical software for analysis, using descriptive statistics to summarize responses and inferential statistics to examine relationships between variables.

Ethical Considerations

This study followed ethical principles outlined by Bryman and Bell (2007) to ensure the protection and rights of all participants. Informed consent was obtained after clearly explaining the study's purpose, procedures, potential risks, and the voluntary nature of participation, including the right to withdraw at any time. Confidentiality and anonymity were strictly maintained, with personal information securely stored and used solely for academic purposes. The researcher ensured honesty and transparency in data collection and reporting, and took measures to prevent any psychological, emotional, or professional harm to respondents. These safeguards upheld the integrity of the research and protected participant welfare.

Data Analysis

This study utilized statistical tools to analyze the data and address the research questions. The arithmetic mean was used to measure the extent of ALS teachers' parental roles and the level of mentorship experienced by learners, allowing for a clear understanding of respondent perceptions and patterns. To examine relationships between variables, Pearson's correlation coefficient (Pearson r) was applied to assess the strength and direction of the association between teachers' parental roles and student mentorship. This analysis determined whether increased teacher involvement correlated positively or negatively with mentorship support, offering key insights into their influence on learner development.

RESULTS AND DISCUSSION

Table 1.1 - The extent of ALS teachers' role as parental figures in terms of Emotional support

Indicators	Sd	Mean
1. I create a warm and welcoming classroom environment where students feel safe.	0.851	4.209
2. I listen attentively when students share their personal concerns or struggles.	0.936	4.233
3. I provide words of encouragement to students facing academic or personal difficulties.	0.873	4.070
4. I show empathy and understanding towards students' emotional needs.	0.895	4.116
5. I ensure that no student feels left out or neglected in my class.	0.851	4.140
Average Mean		**4.153**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data in Table 1.1 revealed that the average mean rating for the extent of ALS teachers' role as parental figures in terms of emotional support was 4.153, which falls under the "High" category based on the given scale. This indicated that ALS teachers generally played a significant role in providing emotional support to their learners. The high mean suggests that these teachers consistently created a nurturing and emotionally supportive environment—an important aspect of mentorship in the context of alternative learning where learners may face various personal and academic challenges. It implied that ALS teachers were seen not just as educators but as compassionate mentors who contributed positively to the emotional well-being of their learners.

Looking into individual indicators, the highest mean rating was found in the statement "I listen attentively when students share their personal concerns or struggles" with a mean of 4.233, falling into the "Very High" category. This suggested that ALS teachers highly prioritized active listening, a core element in building trust and emotional connection with students. The indicator "I create a warm and welcoming classroom environment where students feel safe" followed closely with a mean of 4.209, also interpreted as "Very High", which implied that the teachers established an emotionally secure space conducive to learning and personal growth. Meanwhile, the remaining indicators—showing empathy (4.116), ensuring no student is left out (4.140), and providing encouragement (4.070)—all fell within the "High" category. These results indicated that while all areas of emotional support were practiced to a great extent, active listening and emotional safety were the most prominent aspects of ALS teachers' mentorship roles.

The findings of this study aligned with the conclusions of Arzadon et al. (2023), who emphasized that ALS teachers in the Philippines often extended emotional care beyond instructional duties, especially during crises like the COVID-19 pandemic, creating nurturing spaces that supported students' holistic needs. Similarly, Romano et al. (2021) found that students who perceived high levels of emotional support from their teachers demonstrated greater academic resilience and engagement, indicating that emotional support functions as a critical mediator in student development.

Table 1.2 - The extent of ALS teachers' role as parental figures in terms of Academic Guidance

Indicators	Sd	Mean
1. I help students set academic goals and track their progress.	0.896	4.186
2. I provide additional assistance to students struggling with their lessons.	0.870	4.186
3. I encourage students to develop effective study habits and time management skills.	0.842	4.186
4. I guide students in making informed decisions about their academic paths.	0.870	4.186
5. I foster a learning environment that motivates students to excel.	0.850	4.302
Average Mean		**4.209**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data in Table 1.2 showed that the average mean rating for the extent of ALS teachers' role as parental figures in terms of academic guidance was 4.209, which fell within the "High" category, very close to the threshold for "Very High." This implied that ALS teachers actively provided academic mentorship to their learners, reflecting their strong involvement in guiding students' academic journeys. Their consistent academic support demonstrated a parental approach that extended beyond instruction, encompassing encouragement, academic planning, and learning motivation—key areas crucial for the success of learners in an alternative education setting.

Examining each indicator, the highest mean rating was 4.302 for the statement "I foster a learning environment that motivates students to excel," which was interpreted as "Very High." This suggested that ALS teachers were especially effective in creating an academic atmosphere that inspired learners to reach their full potential. The remaining indicators—helping students set goals (4.186), providing assistance to struggling learners (4.186), encouraging study habits (4.186), and guiding academic decisions (4.186)—all shared the same mean and fell under the "High" category. These findings indicated a consistent and balanced effort among ALS teachers in offering personalized academic guidance, reinforcing their role not just as instructors, but as mentors committed to their learners' educational growth.

The findings of this study, which revealed a very high level of academic guidance from ALS teachers, aligned with prior research showing that consistent teacher support significantly contributed to improved academic performance, particularly when combined with motivation and self-efficacy (Affuso et al., 2023). ALS teachers' efforts in fostering effective study habits and academic goal-setting mirrored the proactive guidance identified in their study. However, while this study emphasized teacher-driven strategies, others have highlighted that the academic benefits of teacher-student relationships were significantly amplified by parental involvement (Ma et al., 2021). In contrast, many ALS learners lack stable parental support, suggesting that teachers in this setting may compensate for such absence by intensifying their academic mentorship role, which could partly explain the very high ratings despite the lack of family-based reinforcement.

Table 1.3 - The extent of ALS teachers' role as parental figures in terms of Discipline and Structure

Indicators	Sd	Mean
1. I establish clear classroom rules and expectations for behavior.	0.861	4.163
2. I enforce discipline in a fair and consistent manner.	0.850	4.302
3. I teach students the importance of responsibility and accountability.	0.858	4.093
4. I encourage students to develop self-discipline and respect for others.	0.836	4.372

5. I provide constructive feedback to help students improve their behavior.	0.885	4.233
Average Mean		**4.233**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data in Table 1.3 revealed that the average mean rating for the extent of ALS teachers' role as parental figures in terms of discipline and structure was 4.233, which fell under the "Very High" category. This indicated that ALS teachers played a strong and consistent role in instilling discipline and providing structured guidance to their learners. Such a role is critical in the Alternative Learning System, where learners often need firm yet nurturing direction to build positive behaviors and develop life skills. The findings suggested that ALS teachers were viewed not only as educators but also as authority figures who helped shape learners' character and promote responsibility.

Among the indicators, the highest mean rating was 4.372 for the statement "I encourage students to develop self-discipline and respect for others," which indicated a "Very High" level of performance. This showed that teachers placed significant emphasis on cultivating internal discipline and social values in their learners. The second highest was "I enforce discipline in a fair and consistent manner" with a mean of 4.302, also interpreted as "Very High," suggesting that ALS teachers managed student behavior with equity and consistency. The indicator "I provide constructive feedback to help students improve their behavior" followed with a mean of 4.233, reinforcing their mentoring role in behavior formation. The remaining indicators—establishing clear rules (4.163) and teaching responsibility (4.093)—both received "High" ratings, still showing strong engagement, though slightly less pronounced than the others. Overall, the results underscored that ALS teachers effectively combined structure with guidance to positively shape learner behavior.

The findings of this study, which indicated a very high extent of ALS teachers' role in providing discipline and structure, were consistent with the results of previous research that found teacher discipline significantly shaped student character, particularly in environments where family influence was limited (Data, 2023). Similarly, the importance of consistent rule enforcement, responsibility training, and respectful behavior modeling by teachers was emphasized in earlier studies (Rafif & Dafit, 2023). However, while these studies focused on elementary or traditional school settings with some degree of parental involvement, the ALS context involves learners from disrupted or nontraditional backgrounds. This contrast highlighted how ALS teachers not only replicated but amplified these discipline strategies to fill parental gaps, explaining the high ratings across all indicators in this domain.

Table 1.4 - The extent of ALS teachers' role as parental figures in terms of Mentorship and Role Modeling

Indicators	Sd	Mean
1. I serve as a role model by demonstrating positive values and attitudes.	0.814	4.419
2. I mentor students in making wise life choices beyond academics.	0.888	4.047
3. I encourage students to develop confidence and independence.	0.876	4.023
4. I guide students in setting career or personal development goals.	0.814	4.186
5. I inspire students to cultivate leadership and decision-making skills.	0.915	4.000
Average Mean		**4.135**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data in Table 1.4 showed that the average mean rating for the extent of ALS teachers' role as parental figures in terms of mentorship and role modeling was 4.135, which fell under the "High" category. This indicated that ALS teachers generally served as effective mentors and role models, playing a vital part in shaping learners' personal growth and development. While the overall rating did not reach the "Very High" level, it still reflected a commendable degree of influence, suggesting that ALS teachers consistently guided

students in both academic and non-academic aspects of life, embodying behaviors and values that learners could emulate.

Analyzing each indicator, the highest mean was 4.419 for the statement "I serve as a role model by demonstrating positive values and attitudes," which fell under the "Very High" category. This suggested that learners strongly recognized their teachers' positive influence through example. The indicator "I guide students in setting career or personal development goals" received a "High" rating with a mean of 4.186, indicating that teachers provided direction that extended to long-term planning. The other indicators—mentoring in life choices (4.047), encouraging confidence and independence (4.023), and inspiring leadership and decision-making (4.000)—also fell under the "High" category. These ratings reflected consistent efforts by ALS teachers to mentor learners beyond academics, helping them build self-belief, decision-making capacity, and broader life readiness.

The study revealed that ALS teachers significantly served as role models and mentors, fostering confidence, independence, and leadership skills among learners. This aligns with Posner's (2021) findings, which emphasized that effective role models demonstrate positive values and behaviors that inspire leadership development and wise decision-making. Similarly, Serra (2022) noted that in developing countries, role models play a critical part in guiding youth toward personal and career growth by providing practical examples and motivation beyond academic instruction. Both studies support the importance of mentorship and role modeling in shaping students' holistic development, confirming that educators' influence extends well beyond the classroom, promoting character and leadership cultivation.

Table 1.5 - The extent of ALS teachers' role as parental figures in terms of Trust and Security

Indicators	Sd	Mean
1. I establish strong trust-based relationships with my students.	0.940	4.000
2. My students feel comfortable approaching me with their concerns.	0.914	3.953
3. I ensure that students feel emotionally and physically safe in my classroom.	0.914	4.047
4. I maintain confidentiality when students share personal issues.	0.865	4.256
5. My students perceive me as a reliable and supportive figure.	0.904	4.209
Average Mean		**4.093**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data in Table 1.5 revealed that the average mean for the extent of ALS teachers' role as parental figures in terms of trust and security was 4.093, which fell under the "High" category. This implied that ALS teachers consistently fostered a classroom environment where learners felt secure, both emotionally and physically. Their role as trusted adults contributed significantly to the learners' sense of belonging and safety, which are essential components of a supportive learning environment. The findings highlighted that ALS teachers were generally perceived as dependable individuals whom students could confide in and rely on.

In terms of individual indicators, the highest mean score was 4.256 for the statement "I maintain confidentiality when students share personal issues," which was rated "Very High." This showed that students greatly valued the trustworthiness of their teachers in handling sensitive matters. The next highest was "My students perceive me as a reliable and supportive figure" with a mean of 4.209, also reflecting a "High" level of perceived support. Ensuring emotional and physical safety received a mean of 4.047, while establishing trust-based relationships (4.000) and creating comfort for students to share concerns (3.953) also garnered "High" ratings. These results suggested that while ALS teachers had built a strong foundation of trust and emotional safety, there was still room to further strengthen open communication and comfort among learners.

The findings of this study aligned with previous research that emphasized the importance of trust and security in the teacher-student relationship. Like the current study's demonstration of ALS teachers establishing strong, trust-based relationships and ensuring students feel safe and supported, Doton (2024) highlighted that

data security in education plays a crucial role in increasing parental trust, which indirectly influences the broader trust environment in educational settings. Similarly, Dong et al. (2021) found that positive teacher-student relationships foster interpersonal trust, which is essential for children's social adjustment, underscoring how trust contributes not only to academic but also emotional well-being. Both studies supported the notion that confidentiality and reliability, as seen in the present findings, are fundamental for creating a secure and trusting classroom climate that enhances student comfort and approachability.

Table 1.6 - Summary of the extent of ALS teachers' role as parental figures

Components	Mean	Interpretation
Emotional Support	4.153	High
Academic Guidance	4.209	Very High
Discipline and Structure	4.233	Very High
Mentorship and Role Modeling	4.135	High
Trust and Security	4.093	High
Average Mean	**4.165**	High

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

The data in Table 1.6 showed that the average mean of all five components measuring the ALS teachers' role as parental figures was 4.165, which fell under the "High" interpretation. This indicated that ALS teachers were generally perceived to perform their roles as parental figures at a commendable level across various dimensions. Their involvement extended beyond academic instruction to encompass emotional support, discipline, mentorship, and trust-building, reinforcing their critical role in nurturing learners holistically.

Among the components, Discipline and Structure registered the highest mean at 4.233, interpreted as "Very High," indicating that ALS teachers were especially effective in promoting responsibility and behavioral development among learners. This was followed closely by Academic Guidance with a mean of 4.209, also "Very High," suggesting strong teacher support in helping students meet academic goals. Emotional Support (mean = 4.153), Mentorship and Role Modeling (mean = 4.135), and Trust and Security (mean = 4.093) were all rated "High," reflecting solid performance in these areas. However, the slightly lower scores in trust-related and mentorship roles suggested opportunities for further strengthening personal guidance and deeper trust-based relationships with learners.

The findings of the present study showed that ALS teachers demonstrated a high to very high extent of fulfilling parental roles across five components—emotional support, academic guidance, discipline and structure, mentorship and role modeling, and trust and security—with an overall mean of 4.165, interpreted as "High." This aligns with the findings of Yulianti et al. (2020), who reported that school efforts led by teachers and school leaders significantly influenced parental involvement, especially in promoting student well-being and academic engagement. Similarly, Munthe and Westergård (2023) found that teachers often assumed roles traditionally held by parents during parent-teacher conferences, reinforcing their position as surrogate parental figures, especially in settings where parental presence or support was limited. However, while the current study highlighted consistently high levels across all components, the literature suggested variability in teacher engagement depending on institutional structures and support systems.

Table 2.1 - The level of learners' mentorship in terms of Observational Learning

Indicators	Sd	Mean
1. I learn positive behaviors and attitudes by observing my teachers.	0.708	4.33
2. My teacher's actions influence how I handle academic challenges.	0.592	4.5
3. I mimic the study habits and problem-solving skills demonstrated by my teacher.	1.202	3.57
4. I observe my teacher's interactions with others and apply similar values in my own life.	0.748	4.2

5. My teacher's work ethic and dedication inspire me to work hard in school.	0.717	4.16
Average Mean		**4.152**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

The data in Table 2.1 revealed that the average mean for learners' mentorship in terms of observational learning was 4.152, which fell under the "High" interpretation. This indicated that learners generally perceived themselves as benefiting significantly from observing their ALS teachers. It implied that teachers played an important role in shaping students' behaviors, attitudes, and academic approaches through consistent modeling of positive actions and values.

Among the indicators, the highest mean was 4.5, interpreted as "Very High," for the statement "My teacher's actions influence how I handle academic challenges," suggesting that learners greatly looked up to their teachers when dealing with school-related struggles. This was followed by "I learn positive behaviors and attitudes by observing my teachers" (mean = 4.33, "Very High"), emphasizing the strong impact of teacher behavior on students' personal development. The indicators "I observe my teacher's interactions with others and apply similar values in my own life" (mean = 4.2) and "My teacher's work ethic and dedication inspire me to work hard in school" (mean = 4.16) were both rated "High," reflecting consistent positive influence. The lowest mean was 3.57 for "I mimic the study habits and problem-solving skills demonstrated by my teacher," which, while still within the "High" range, suggested room for improvement in modeling or communicating academic strategies more effectively.

The findings of the study indicated that learners experienced a high level of mentorship through observational learning, as shown by the average mean of 4.152. This aligns with the findings of Hamdan et al. (2024), who emphasized that novice ESL teachers developed professionally by observing peers during mentoring, underscoring the value of role modeling in shaping attitudes and instructional approaches. Similarly, Cutillas et al. (2023) found that mentoring contributed significantly to competency development by enhancing students' ability to model research-related behaviors, though their study focused more on research skills and information literacy than on general behavior and attitudes. Both studies supported the idea that observational learning, whether through peer or teacher interaction, played a pivotal role in student development.

Table 2.2 - The level of learners' mentorship in terms of Encouragement and Reinforcement

Indicators	Sd	Mean
1. My teacher encourages me to do my best in academics and extracurricular activities.	0.725	4.21
2. I receive positive reinforcement when I perform well in school.	0.671	4.3
3. My teacher acknowledges and appreciates my efforts in learning.	0.661	4.27
4. I feel motivated to improve because of my teacher's encouragement.	0.762	4.2
5. My teacher provides constructive feedback that helps me grow.	0.697	4.29
Average Mean		**4.254**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 2.2 showed that the average mean for learners' mentorship in terms of encouragement and reinforcement was 4.254, which was interpreted as "Very High." This suggested that learners consistently received strong motivational support from their ALS teachers. The data implied that teachers actively reinforced positive behaviors and academic performance, contributing significantly to students' motivation, self-confidence, and continued growth.

Examining each indicator, the highest mean was 4.30 for "I receive positive reinforcement when I perform well in school," followed closely by "My teacher provides constructive feedback that helps me grow" with a mean of 4.29, both indicating "Very High" levels of reinforcement. These results implied that teachers effectively used praise and feedback to promote academic excellence and personal development. The

indicators "My teacher acknowledges and appreciates my efforts in learning" (mean = 4.27) and "My teacher encourages me to do my best in academics and extracurricular activities" (mean = 4.21) also received "Very High" ratings, reflecting a well-rounded encouragement strategy. Lastly, "I feel motivated to improve because of my teacher's encouragement" had a mean of 4.20, which, though slightly lower, still fell in the "High" category, affirming the important role of teachers in inspiring continuous learner improvement.

The findings of the present study revealed a very high level of learner mentorship in terms of encouragement and reinforcement, as indicated by an average mean of 4.254. This supports Gilbert's (2021) conclusion that effective mentoring in cooperative learning environments fosters motivation and academic success through consistent encouragement and recognition of student efforts. Similarly, Mokoena and van Tonder (2024) emphasized the role of mentorship in cultivating self-directed learning among beginner teachers, which was significantly enhanced by positive reinforcement and constructive feedback. While Gilbert focused more on classroom dynamics and cooperative learning, Mokoena and van Tonder highlighted how mentorship fosters autonomy, suggesting that encouragement plays a pivotal role in both student and teacher development. Thus, both studies aligned with the current research in acknowledging the value of affirmation, support, and feedback in enhancing learner motivation and growth.

Table 2.3 - The level of learners' mentorship in terms Of Academic and Social Development

Indicators	Sd	Mean
1. My teacher helps me develop strong academic skills and learning strategies.	0.735	4.2
2. I have become more confident in social interactions because of my teacher's support.	0.708	4.09
3. My teacher fosters an inclusive environment where I feel valued.	0.704	4.38
4. I develop critical thinking and problem-solving skills with my teacher's guidance.	0.749	4.17
5. I feel that my teacher's influence extends beyond academics to my personal growth.	0.722	4.28
Average Mean		**4.224**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 2.3 revealed that the average mean for learners' mentorship in terms of academic and social development was 4.224, which was interpreted as "Very High." This indicated that learners perceived their ALS teachers as highly influential not only in developing their academic competencies but also in supporting their personal and social growth. The data suggested that the mentorship provided by teachers extended holistically across multiple dimensions of student development.

In terms of individual indicators, the highest mean was 4.38 for "My teacher fosters an inclusive environment where I feel valued," reflecting learners' strong sense of belonging and emotional security in their learning spaces. This was followed by "I feel that my teacher's influence extends beyond academics to my personal growth" with a mean of 4.28, emphasizing the broader mentoring role teachers played in shaping learners' character. "My teacher helps me develop strong academic skills and learning strategies" received a mean of 4.20, categorized as "High", indicating effective instructional support. "I develop critical thinking and problem-solving skills with my teacher's guidance" (mean = 4.17) and "I have become more confident in social interactions because of my teacher's support" (mean = 4.09) also showed "High" ratings, suggesting a well-balanced mentorship approach that fostered both cognitive and interpersonal competencies.

The findings of the current study revealed a very high level of mentorship in terms of academic and social development, with an average mean of 4.224, indicating that learners perceived their teachers as influential in both scholastic achievement and personal growth. This aligns with Venegas-Muggli et al. (2021), who found that peer mentoring significantly improved academic outcomes and personal confidence among underrepresented college students, highlighting the broader developmental influence of mentorship. Similarly, Ramhurry and Luneta (2021) reported that mentorship fostered both academic competence and

social integration among novice lecturers, suggesting that the benefits of mentoring extend beyond technical skills to personal and professional identity formation. While the present study focused on learners at the basic education level, and the cited studies examined higher education contexts, all consistently underscored mentorship's dual impact on academic performance and social-emotional development.

Table 2.4 - The level of learners' mentorship in terms Of Mentorship Engagement

Indicators	Sd	Mean
1. I seek guidance from my teacher when making important academic decisions.	0.705	4.27
2. My teacher provides me with valuable insights about career and personal development.	0.685	4.48
3. I feel comfortable discussing my concerns and aspirations with my teacher.	0.705	4.23
4. My teacher mentors me on making responsible and informed life choices.	0.606	4.45
5. I actively participate in discussions and mentoring activities led by my teacher.	0.751	4.34
Average Mean		**4.354**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High"4.21– 5.00 "Very High"

Table 2.4 showed that the average mean for learners' mentorship in terms of mentorship engagement was 4.354, which was interpreted as "Very High." This finding suggested that learners were actively involved in the mentoring process and felt highly supported by their teachers in both academic and personal matters. The high level of engagement implied a strong teacher-learner relationship that fostered openness, guidance-seeking behavior, and meaningful interaction—key components in effective alternative learning settings.

Analyzing individual indicators, the highest mean was 4.48 for "My teacher provides me with valuable insights about career and personal development," indicating that learners greatly appreciated the guidance they received in shaping their future paths. This was closely followed by "My teacher mentors me on making responsible and informed life choices" with a mean of 4.45, reflecting the essential role teachers played in learners' decision-making processes. The statement "I actively participate in discussions and mentoring activities led by my teacher" (mean = 4.34) also showed strong engagement. Furthermore, "I feel comfortable discussing my concerns and aspirations with my teacher" (mean = 4.23) and "I seek guidance from my teacher when making important academic decisions" (mean = 4.27) affirmed that learners not only trusted their teachers but also proactively sought their mentorship in critical aspects of their lives.

The present study revealed a very high level of mentorship engagement among learners, with an average mean of 4.354, suggesting that students actively sought and valued teacher guidance in both academic and personal development areas. This finding was consistent with Gamage et al. (2021), who reported that mentoring and coaching positively influenced student engagement, especially when contextualized within supportive learning environments, such as in online settings. Likewise, Lin et al. (2021) found that mentoring significantly enhanced individuals' work engagement through increased perceptions of work meaningfulness, indicating that mentorship fosters deeper connections between learners and their goals. While the cited studies focused on university and workplace contexts, and the current research pertained to basic education, all demonstrated that mentorship encourages meaningful engagement, decision-making, and personal investment in learning.

Table 2.5 - The level of learners' mentorship in terms Of Student Well-being

Indicators	Sd	Mean
1. I feel emotionally supported and valued by my teacher.	0.757	4.26
2. My teacher helps me manage stress and challenges effectively.	0.783	4.26
3. I experience a sense of belonging in the classroom because of my teacher's support.	0.694	4.33

4. My teacher promotes my overall well-being by ensuring a balanced academic workload.	0.728	4.36
5. I believe my teacher plays an important role in my personal and academic success.	0.730	4.37
Average Mean		**4.316**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 2.5 showed that the average mean for learners' mentorship in terms of student well-being was 4.316, which fell under the "Very High" category. This indicated that learners strongly perceived their teachers as key contributors to their emotional, mental, and academic wellness. The result implied that ALS teachers created a supportive and nurturing environment that enhanced learners' resilience, sense of belonging, and personal growth—an important factor for learners who often face unique challenges in alternative learning settings.

In terms of individual indicators, the highest mean was 4.37 for "I believe my teacher plays an important role in my personal and academic success," showing that learners highly valued their teachers' influence across all areas of their lives. This was followed closely by "My teacher promotes my overall well-being by ensuring a balanced academic workload" with a mean of 4.36, suggesting that teachers were mindful of students' mental health through workload management. "I experience a sense of belonging in the classroom because of my teacher's support" also received a high mean of 4.33, reinforcing the idea of inclusive and emotionally safe learning environments. Two other indicators—"I feel emotionally supported and valued by my teacher" and "My teacher helps me manage stress and challenges effectively"—each had a mean of 4.26, confirming that emotional support and coping assistance were consistently provided.

The current study found a very high level of learners' mentorship in terms of student well-being, with an average mean of 4.316, indicating that learners perceived strong emotional support, stress management guidance, and a sense of belonging from their teachers. This aligns with the findings of Oddone Paolucci et al. (2021), who reported that peer mentorship among graduate students fostered social connectedness and contributed positively to overall well-being across multiple disciplines. Similarly, Woloshyn et al. (2021) emphasized that both faculty and student perspectives from Canadian and Croatian institutions highlighted mentorship as critical to supporting mental health, managing academic pressures, and enhancing feelings of being valued. While the current research focused on teacher-student relationships in basic education, and the cited studies explored mentorship in higher education, all underscored the fundamental role of mentorship in promoting student well-being across academic levels.

Table 2.6 - Summary of the level of learners' mentorship

Components	Mean	Interpretation
Observational Learning	4.152	High
Encouragement and Reinforcement	4.254	Very High
Academic and Social Development	4.224	Very High
Mentorship Engagement	4.354	Very High
Student Well-being	4.316	Very High
Average Mean		**High**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 2.6 presented the summary of the level of learners' mentorship, revealing an average mean that fell under the "High" category. Although the overall interpretation did not reach the "Very High" range, the data suggested that learners generally experienced a strong level of mentorship from their teachers. This implied that ALS teachers played an essential role in shaping learners' academic and personal development, but there remained some room for further strengthening in certain aspects of mentorship to elevate the experience across all areas.

Among the five components, Mentorship Engagement registered the highest mean at 4.354, interpreted as "Very High," indicating that learners actively sought and received valuable guidance from their teachers on academic, career, and personal matters. This was followed by Student Well-being with a mean of 4.316, and Encouragement and Reinforcement with 4.254, both suggesting that teachers were highly effective in providing emotional support and motivational feedback. Academic and Social Development also received a "Very High" interpretation with a mean of 4.224, reflecting the influence of teachers in shaping learners' academic competencies and interpersonal skills. Meanwhile, Observational Learning had the lowest mean at 4.152, although still rated as "High," suggesting that while learners did learn by observing their teachers, this area might benefit from more intentional modeling of desired behaviors and values.

The current study revealed an overall high to very high level of learners' mentorship across five key components—observational learning, encouragement and reinforcement, academic and social development, mentorship engagement, and student well-being—with an overall average mean indicating a strong perception of effective mentorship among students. This finding aligned with Goodrich's (2021) study on online peer mentoring in music education, which found that consistent mentor involvement positively influenced students' motivation, sense of connection, and learning outcomes even in remote settings. However, while Goodrich focused on peer mentorship in an online and subject-specific context, the present study explored broader teacher-led mentorship in a general academic setting. Despite these contextual differences, both studies emphasized the multifaceted impact of mentorship on learners' academic, emotional, and personal development.

Table 3 - Test of Significant Relationship Between ALS Teachers' Roles as Parental Figures and Learners' Mentorship

Test Variables	Correlation Coefficient	P value	Decision
ALS Teachers' Roles as Parental Figures and Learners' Mentorship	-0.006	0.971	retain the H_o

Note: If $p \leq 0.05$, with a significant relationship

Table 3 showed the test of significant relationship between ALS teachers' roles as parental figures and learners' mentorship. The decision was to retain the null hypothesis (Ho), indicating that there was no significant relationship between the two variables. This implied that the extent to which ALS teachers assumed parental roles did not have a statistically measurable effect on the learners' perception or level of mentorship within the context of this study. The correlation coefficient was -0.006, which is very close to zero, indicating an almost negligible and inverse relationship between the roles of ALS teachers as parental figures and learners' mentorship. The p-value was 0.971, which is much higher than the significance level of 0.05. This high p-value confirmed that the observed correlation was not statistically significant and likely due to chance. In essence, this data suggested that other factors beyond teachers' parental roles might play a more critical role in influencing learners' mentorship experiences.

CONCLUSIONS AND RECOMMENDATIONS
Conclusion
Based on the findings, it was concluded that ALS teachers were perceived to have a high extent of involvement as parental figures, particularly in providing academic guidance and enforcing discipline and structure. Learners also demonstrated a high level of mentorship, especially in areas such as mentorship engagement, student well-being, and encouragement. However, the study found no significant relationship between the roles of ALS teachers as parental figures and the level of learners' mentorship, suggesting that while both variables are positively rated, they do not statistically influence one another.

Recommendations
ALS teachers may continue refining their mentoring approaches, focusing on both academic guidance and emotional support. Learners could be guided to engage more actively in mentorship opportunities through orientation or enrichment programs. DepEd might enhance ALS training by including differentiated

mentoring strategies and soft skills development. School administrators and coordinators may consider providing tools for monitoring and feedback to support mentorship. Parents and guardians could work with teachers to reinforce support at home. Future researchers might explore other variables affecting learner outcomes. NGOs may offer complementary programs to strengthen mentorship and life skills support.

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