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HOME-RELATED FACTORS INFLUENCING THE LEARNING CONTINUITY AND LEVELS OF LEARNING CONTINUITY OF ALTERNATIVE LEARNING SYSTEM (ALS) LEARNERS: FOUNDATION FOR AN ENHANCED LEARNING CONTINUITY PROGRAM

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ABSTRACT

Home-related factors play a significant role in shaping the learning experiences and continuity of Alternative Learning System (ALS) learners, especially those facing socio-economic challenges. In the Iba District, Schools Division of Zambales, understanding these factors was essential to address the learners' educational needs and ensure their sustained progress. This study aimed to identify the home-related factors influencing the learning continuity and levels of learning continuity of ALS learners in the Iba District, Schools Division of Zambales, during the School Year 2024-2025. A quantitative-descriptive research method was employed, involving 479 ALS learners and 479 learning facilitators selected through universal sampling. Data were gathered using a validated researcher-designed questionnaire, and analysis focused on profiling the learners, determining the influence of home-related factors, and assessing the levels of learning continuity as perceived by the learning facilitators. The ALS learners were predominantly female, aged 20–29 years, with family incomes of P19,999 or below, guided by college-graduate facilitators, and spent 2.0–2.9 hours studying daily. Home-related factors such as study environment, technological resources, family support, and family attitudes were found to be moderately influential. Learners' levels of learning continuity, as perceived by facilitators, were moderately progressing in motivation, sessions, engagement, and progress. Significant differences were observed between the home-related factors and learners' profiles, while a weak but significant negative correlation was found between these factors and learners' learning engagement and progress. The findings underscore the moderate influence of home-related factors on learning continuity, highlighting areas for improvement. An enhanced learning continuity program was developed to address these gaps and support the sustained educational progress of ALS learners in the district.

Keywords: Home-Related Factors, Learning Continuity, Alternative Learning System (ALS) Learners, Learning Facilitators, Enhanced Learning Continuity Program.

1. INTRODUCTION

Learning continuity of Alternative Learning System (ALS) learners plays a crucial role in ensuring that they achieve their educational goals despite the challenges they face. Home-related factors, such as family support, household responsibilities, and the learning environment, significantly influence their ability to sustain participation in the program. Understanding these factors is essential in addressing the barriers and creating strategies that enhance their learning experiences. This study seeks to explore these home-related influences as a foundation for developing an enhanced learning continuity program tailored to the unique needs of ALS learners.

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The learning continuity of ALS learners is influenced by a variety of home-related factors, such as family support, household responsibilities, and the overall learning environment. Kumar and Behera (2022) emphasized that family background and home resources play a crucial role in shaping foundational skills, which are essential for ALS learners to sustain participation. Fute et al. (2024) highlighted the impact of socio-cultural factors like maternal education on learner engagement, while Wijesingha and Ranasuriya (2022) linked parental awareness and socioeconomic status to effective home learning practices. Brachtl et al. (2023) noted the importance of physical space in fostering learner motivation, a factor critical for ALS learners who often study under challenging conditions. Similarly, Lockl et al. (2021) and Dimopoulos et al. (2021) identified home-based resources and overcrowded housing as barriers to learning continuity, particularly during transitions to online or home-based education. Additionally, Winarno et al. (2022) observed that technological resources and literacy are crucial in sustaining learner motivation and engagement, particularly in under-resourced contexts.

Family support emerged as a recurring theme in several studies. Burgos et al. (2021) found a positive link between family support and learners' motivation to adopt effective strategies, while Gao et al. (2021) highlighted its influence on self-efficacy and e-learning engagement. However, Pieters and Agustina (2021) revealed complex dynamics, showing that excessive family involvement could sometimes hinder motivation. Similarly, Mohan et al. (2021) and Zhao et al. (2021) emphasized that home environment factors, such as parental attitudes, digital literacy, and designated study spaces, directly affect learners' well-being and academic outcomes. These insights align with findings by Sacramento et al. (2022), who highlighted technology adoption challenges in remote learning. Collectively, these studies provide a comprehensive understanding of home-related influences on ALS learners' educational outcomes.

While extensive literature highlighted the role of home-related factors in general education and distance learning, research specifically addressing the unique needs of ALS learners remained scarce. Existing studies often focused on conventional learners and neglected the interplay of socioeconomic barriers, limited digital literacy, and the transient learning environments that ALS learners frequently experienced. Furthermore, most research primarily examined individual factors in isolation, failed to explore how these elements interacted and cumulatively influenced learning continuity. This gap necessitated a targeted investigation into the home-related challenges faced by ALS learners, considering their unique circumstances and barriers.

Given the critical role of home-related factors in the educational experiences of ALS learners, this study sought to address the identified research gaps by providing a holistic understanding of how family support, household responsibilities, and the learning environment influenced learning continuity. By doing so, it aimed to contribute to the development of an enhanced learning continuity program tailored to the unique needs of ALS learners, ensuring their sustained engagement and success in achieving their educational goals.

2. STATEMENT OF THE PROBLEM

This study identified the home-related factors influencing the learning continuity and levels of learning continuity of ALS learners in Iba District, Schools Division of Zambales, during the School Year 2024-2025.

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Specifically, it sought to answer these questions:

1. How may the profile of the ALS learners be described in terms of:
    1.1. age;
    1.2. sex;
    1.3. monthly family income;
    1.4. highest educational attainment of the learning facilitator; and
    1.5. daily number of hours spent studying at home?
2. How may the home-related factors influencing the learning continuity of ALS learners be described in terms of:
    2.1. study environment;
    2.2. technological resources;
    2.3. family support; and
    2.4. family attitudes?
3. As perceived by their learning facilitators, how may the levels of learning continuity of ALS learners be described in terms of:
    3.1. learning motivation;
    3.2. learning sessions;
    3.3. learning engagement; and
    3.4. learning progress?
4. Is there a significant difference between the home-related factors influencing the learning continuity of ALS learners and their profile when grouped accordingly?
5. Is there a significant correlation between the home-related factors influencing the learning continuity of ALS learners and their levels of learning continuity as perceived by their learning facilitators?
6. What enhanced learning continuity program can be developed to improve the home-related factors influencing the learning continuity of ALS learners and their levels of learning continuity?

3. METHODS AND MATERIALS

This study identified the home-related factors influencing the learning continuity and levels of learning continuity of ALS learners in Iba District, Schools Division of Zambales, during the School Year 2024-2025. A descriptive-correlational research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 479 ALS learners and 479 home learning facilitators came from a district, utilizing total population sampling to involve all ALS learners and their home learning facilitators. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the home-related factors influencing the learning continuity and levels of learning continuity of ALS learners. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the home-related factors influencing the learning continuity of ALS learners ($\alpha = 0.915$) and levels of learning continuity of ALS learners ($\alpha = 0.986$). Statistical analyses, including the Kruskal-Wallis Test, Mann Whitney U Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of ALS Learners

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4.1.1. Age

Table 1

Frequency and Percentage Distribution of the Profile of ALS Learners in terms of Age

Age	Frequency	Percentage
19 years old and below	179	37.37
20-29 years old	214	44.68
30-39 years old	64	13.37
40-49 years old	11	2.30
50-59 years old	9	1.88
60 years old and above	2	0.42
Total	**479**	**100.00**

The findings in Table 1 show the frequency and percentage distribution of the profile of ALS learners in terms of age. A total of 479 learners were surveyed, with 214 learners (44.68%) falling within the 20-29 age range, followed by 179 learners (37.37%) who were 19 years old and below. The least represented age groups were those aged 60 years old and above, with only 2 learners (0.42%).

The study indicated that the majority of ALS learners were young adults, suggesting that the program is primarily utilized by individuals in their late teens to late twenties. This finding highlighted the significant role of ALS in supporting adult learners in this age bracket.

The results were similar to the findings of Yamashita et al. (2022), who also observed a higher concentration of learners in the younger adult age range in their study. Both studies emphasized the importance of providing educational opportunities for this demographic group.

4.1.2. Sex

Table 2

Frequency and Percentage Distribution of the Profile of ALS Learners in terms of Sex

Sex	Frequency	Percentage
Male	234	48.85
Female	245	51.15
Total	**479**	**100.00**

The findings in Table 2 present the frequency and percentage distribution of the profile of ALS learners in terms of sex. Out of 479 learners, 245 (51.15%) were female, while 234 (48.85%) were male, indicating a nearly equal distribution with a slight majority of females.

These results implied that the ALS program was accessed by both sexes almost equally, reflecting its inclusivity and relevance to a diverse population of learners. This balance suggested the program effectively catered to the needs of both males and females.

The findings aligned with the study of Mehta et al. (2021), which also reported a nearly balanced distribution of male and female participants in ALS programs. Both studies highlighted the equitable participation of sexes in alternative learning opportunities.

4.1.3. Monthly Family Income

Table 3

Frequency and Percentage Distribution of the Profile of ALS Learners in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
P19,999 and below	234	48.85

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P20,000 to P39,999	125	26.09
P40,000 to P59,999	78	16.29
P60,000 to P79,999	19	3.97
P80,000 to P99,999	9	1.88
P100,000 to P119,999	6	1.25
P120,000 and above	8	1.67
Total	**479**	**100.00**

The findings in Table 3 illustrate the frequency and percentage distribution of the profile of ALS learners in terms of monthly family income. Out of 479 learners, 234 (48.85%) had a monthly family income of P19,999 and below, while only 8 (1.67%) reported earning P120,000 and above. The majority of learners belonged to lower-income brackets, with a significant proportion in the lowest income range.

These results implied that the ALS program primarily catered to learners from economically disadvantaged families. This emphasized the program's critical role in providing educational opportunities to individuals who might otherwise face financial barriers to continuing education.

Similar findings were reported in the study by Gregorio (2024), which also found that most ALS learners came from low-income families. Both studies underscored the importance of targeted interventions to support learners from less privileged backgrounds.

4.1.4. Highest Educational Attainment of Learning Facilitator

Table 4

Frequency and Percentage Distribution of the Profile of ALS Learners in terms of Highest Educational Attainment of Learning Facilitator

Highest Educational Attainment of Learning Facilitator	Frequency	Percentage
Did Not Attend Schooling	4	0.84
Elementary Undergraduate	7	1.46
Elementary Graduate	18	3.76
High School Graduate	94	19.62
College Graduate	270	56.37
MA Graduate	73	15.24
EdD/PhD/DPA/DBA Graduate	13	2.71
Total	**479**	**100.00**

The findings in Table 4 present the frequency and percentage distribution of the profile of ALS learners in terms of the highest educational attainment of their learning facilitators. Out of 479 facilitators, the majority (270 or 56.37%) were college graduates, followed by 73 (15.24%) who held master's degrees. The least represented category was facilitators who did not attend schooling, with only 4 (0.84%) individuals.

These results implied that the ALS program was primarily facilitated by well-educated individuals, ensuring that learners received quality guidance. The significant presence of facilitators with advanced education highlighted the program's emphasis on professional expertise in delivering alternative education.

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The findings were consistent with the study of Gauthier and Waqar (2021), which also noted a high proportion of facilitators with college and postgraduate degrees in ALS programs. Both studies emphasized the critical role of highly qualified facilitators in enhancing learner outcomes.

4.1.5. Daily Number of Hours Spent Studying at Home

Table 5

Frequency and Percentage Distribution of the Profile of ALS Learners in terms of Daily Number of Hours Spent Studying at Home

Number of Hours Spent Studying at Home	Frequency	Percentage
Less than 1.0 hour	138	28.81
1.0 to 1.9 hours	134	27.97
2.0 to 2.9 hours	140	29.23
3.0 to 3.9 hours	40	8.35
4.0 to 4.9 hours	16	3.34
5.0 hours and above	11	2.30
Total	**479**	**100.00**

The findings in Table 5 display the frequency and percentage distribution of the profile of ALS learners in terms of the daily number of hours spent studying at home. Out of 479 learners, the majority (140 or 29.23%) spent 2. 0 to 2.9 hours studying daily, followed closely by those who spent less than 1.0 hour (138 or 28.81%). Only 11 learners (2.30%) dedicated 5.0 hours or more to studying each day.

These results implied that most ALS learners allocated a moderate amount of time for home study, with relatively few committing extended hours. This pattern suggested that learners balanced studying with other responsibilities or activities in their daily lives.

The findings were in agreement with the study of Song et al. (2021), which also observed that learners in similar programs generally spent 1 to 3 hours daily studying. Both studies emphasized the need for time management support to help learners maximize their study efforts.

4.2. Home-Related Factors Influencing the Learning Continuity of ALS Learners

4.2.1. Study Environment

Table 6

Mean Rating and Interpretations of Home-Related Factors Influencing the Learning Continuity of ALS Learners in terms of Study Environment

Item	Indicators	Mean Rating	Interpretation
1	I study in a quiet place.	2.83	Moderately Influential
2	I use my table or chair when I study.	2.78	Moderately Influential
3	I can see books and study materials around me.	2.76	Moderately Influential
4	I have enough light in the place where I study.	2.84	Moderately Influential

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5	I have a place where I can read and write properly.	2.79	Moderately Influential
6	My family helps me prepare my study area.	2.76	Moderately Influential
7	I have a clean and organized space to study.	2.82	Moderately Influential
8	There are no other noises or distractions in my study area.	2.76	Moderately Influential
9	I am comfortable while studying.	2.78	Moderately Influential
10	I feel happy with my study space because it is bright and organized.	2.82	Moderately Influential
	General Mean Rating	**2.79**	**Moderately Influential**

Table 6 presents the mean ratings and interpretations of home-related factors influencing the learning continuity of ALS learners in terms of the study environment. The mean ratings ranged from 2.76 to 2.84, with a general mean rating of 2.79, interpreted as "Moderately Influential." This result suggested that the study environment moderately influenced the learners' ability to continue their education effectively.

The highest mean rating of 2.84 was observed for the indicator, "I have enough light in the place where I study," which signified the importance of adequate lighting in creating a conducive study environment for ALS learners. This finding highlighted the value of physical conditions in facilitating learning.

The findings implied that while the study environment played a significant role, there was still room for improvement in providing learners with ideal study conditions. Enhancing factors such as quiet spaces and availability of study materials could further support learners' educational progress.

The findings aligned with the previous study of Zhou et al. (2021), which emphasized the moderate impact of home environments on learners' educational engagement. Both studies underscored the necessity of optimizing home-related factors to support learners' academic continuity effectively.

4.2.2. Technological Resources

Table 7

Mean Rating and Interpretations of Home-Related Factors Influencing the Learning Continuity of ALS Learners in terms of Technological Resources

Item	Indicators	Mean Rating	Interpretation
1	I use a cellphone or tablet for my studies.	2.82	Moderately Influential
2	I watch educational videos on the internet.	2.77	Moderately Influential
3	I use apps to learn new things.	2.82	Moderately Influential

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4	I can do research using online tools.	2.81	Moderately Influential
5	My family helps me use technology for studying.	2.75	Moderately Influential
6	I have access to a printer for my assignments.	2.74	Moderately Influential
7	I use educational games to learn in a fun way.	2.77	Moderately Influential
8	I can save files on my phone or computer for my tasks.	2.77	Moderately Influential
9	I use a headset when watching videos so I don't disturb others.	2.79	Moderately Influential
10	I use Wi-Fi or mobile data to access learning materials.	2.80	Moderately Influential
	General Mean Rating	**2.78**	**Moderately Influential**

Table 7 illustrates the mean ratings and interpretations of home-related factors influencing the learning continuity of ALS learners in terms of technological resources. The mean ratings ranged from 2.74 to 2.82, with a general mean rating of 2.78, interpreted as "Moderately Influential." This result indicated that technological resources moderately supported the learners' ability to sustain their educational activities.

The highest mean rating of 2.82 was observed for two indicators: "I use a cellphone or tablet for my studies" and "I use apps to learn new things." These findings underscored the critical role of mobile devices and educational applications in facilitating learning among ALS learners.

The findings implied that while technological resources played a substantial role in learning continuity, improving access to advanced tools and better internet connectivity could further enhance learners' experiences. Addressing limitations such as insufficient access to printers or other specialized devices might also yield positive outcomes.

The results corroborated the findings of Kara (2021), which highlighted the moderate influence of technology on learners' educational engagement. Both studies emphasized the necessity of leveraging technological resources to optimize learning outcomes for ALS learners.

4.2.3. Family Support

Table 8

Mean Rating and Interpretations of Home-Related Factors Influencing the Learning Continuity of ALS Learners in terms of Family Support

Item	Indicators	Mean Rating	Interpretation
1	My family helps me with my homework.	2.74	Moderately Influential
2	I receive words of praise from my family when I do well in my studies.	2.80	Moderately Influential
3	My family encourages me to study every day.	2.80	Moderately Influential

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4	My family helps me find learning materials.	2.74	Moderately Influential
5	My family stays with me when I read or write.	2.77	Moderately Influential
6	My family helps me plan my study time.	2.75	Moderately Influential
7	My family guides me in using technology for studying.	2.74	Moderately Influential
8	My family supports me when I need help with difficult tasks.	2.81	Moderately Influential
9	My family understands me when I find my lessons difficult.	2.79	Moderately Influential
10	My family encourages me to keep studying even when it is hard.	2.78	Moderately Influential
	General Mean Rating	**2.77**	**Moderately Influential**

Table 8 highlights the mean ratings and interpretations of home-related factors influencing the learning continuity of ALS learners in terms of family support. The mean ratings ranged from 2.74 to 2.81, with a general mean rating of 2.77, interpreted as "Moderately Influential." This finding suggested that family support played a moderate role in enabling learners to continue their education.

The highest mean rating of 2.81 was observed for the indicator, "My family supports me when I need help with difficult tasks," highlighting the importance of family assistance in overcoming academic challenges. This emphasized the role of emotional and practical support in maintaining learners' motivation and focus.

The findings implied that family involvement significantly contributed to learning continuity but could be enhanced by fostering more proactive engagement, such as helping with study planning and providing consistent encouragement. Strengthening family ties in the learning process might further benefit ALS learners.

The results aligned with the study of Jimenez et al. (2021), which also found that family support moderately influenced learners' academic persistence. Both studies underscored the importance of nurturing a supportive home environment to sustain educational efforts.

4.2.4. Family Attitudes

Table 9

Mean Rating and Interpretations of Home-Related Factors Influencing the Learning Continuity of ALS Learners in terms of Family Attitudes

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Item	Indicators	Mean Rating	Interpretation
1	I feel that my family believes education is important.	2.84	Moderately Influential
2	I see that my family values my education.	2.80	Moderately Influential
3	My family encourages me to complete my school tasks.	2.78	Moderately Influential
4	I hear from my family that I should study well.	2.81	Moderately Influential
5	I feel that my family is happy when I learn something new.	2.80	Moderately Influential
6	My family supports me even when studying is hard.	2.77	Moderately Influential
7	My family listens to me when I talk about my lessons.	2.82	Moderately Influential
8	I feel that my family cares about my studies.	2.79	Moderately Influential
9	I hear from my family that I can succeed in my studies.	2.80	Moderately Influential
10	I feel that my family helps me build confidence in myself.	2.82	Moderately Influential
	General Mean Rating	**2.80**	**Moderately Influential**

Table 9 shows the mean ratings and interpretations of home-related factors influencing the learning continuity of ALS learners in terms of family attitudes. The mean ratings ranged from 2.77 to 2.84, with a general mean rating of 2.80, interpreted as "Moderately Influential." This result indicated that family attitudes moderately influenced learners' ability to sustain their education.

The highest mean rating of 2.84 was observed for the indicator, "I feel that my family believes education is important," which underscored the significance of a positive familial belief in education as a motivating factor for learners. This highlighted how family values could inspire learners to persevere in their studies.

The findings implied that cultivating supportive family attitudes could play a crucial role in enhancing learners' educational resilience. Strengthening communication and reinforcing positive attitudes about education within families might further benefit ALS learners.

The results aligned with the study of Romero et al. (2021), which revealed that positive family attitudes moderately contributed to learners' academic progress. Both studies emphasized the vital role of family perspectives in fostering learners' commitment to their education.

4.3. Levels of Learning Continuity of ALS Learners as Perceived by Learning Facilitators

4.3.1. Learning Motivation

Table 10

Mean Rating and Interpretations of the Levels of Learning Continuity of ALS Learners as Perceived by Learning Facilitators in terms of Learning Motivation

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Item	Indicators	Mean Rating	Interpretation
1	My learner learns eagerly and shows concern for every lesson.	2.91	Moderately Progressing
2	My learner tries to finish tasks on time.	2.88	Moderately Progressing
3	My learner has interest and joy in new lessons.	2.89	Moderately Progressing
4	My learner asks questions when something is not understood in the lesson.	2.88	Moderately Progressing
5	My learner actively participates in discussions and learning groups.	2.90	Moderately Progressing
6	My learner shows satisfaction when achieving learning goals.	2.87	Moderately Progressing
7	My learner sets personal goals for each task.	2.90	Moderately Progressing
8	My learner becomes excited when new materials are used in class.	2.88	Moderately Progressing
9	My learner strives to improve themselves with every lesson.	2.90	Moderately Progressing
10	My learner continues to work hard to improve their learning skills.	2.89	Moderately Progressing
	General Mean Rating	**2.89**	**Moderately Progressing**

Table 10 illustrates the mean ratings and interpretations of the levels of learning continuity of ALS learners as perceived by learning facilitators in terms of learning motivation. The mean ratings ranged from 2.87 to 2.91, with a general mean rating of 2.89, interpreted as "Moderately Progressing." This result indicated that the learners were moderately progressing in terms of their motivation to continue learning.

The highest mean rating of 2.91 was observed for the indicator, "My learner learns eagerly and shows concern for every lesson," which highlighted the importance of eagerness and attentiveness in fostering learning motivation. This finding underscored the role of intrinsic motivation in learners' academic engagement.

The findings implied that the learners' motivation was generally strong but could be further enhanced by fostering consistent engagement and providing opportunities for goal setting. Encouraging learners to set higher personal goals might further support their academic growth.

The results aligned with the study of Wilkesmann (2021), which also found that motivation significantly influenced learners' academic progress. Both studies emphasized the need to cultivate a motivated learning environment to sustain learners' educational continuity.

4.3.2. Learning Sessions

Table 11

Mean Rating and Interpretations of the Levels of Learning Continuity of ALS Learners as Perceived by Learning Facilitators in terms of Learning Sessions

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Item	Indicators	Mean Rating	Interpretation
1	My learner attends every learning session.	2.89	Moderately Progressing
2	My learner follows the scheduled time for the sessions.	2.86	Moderately Progressing
3	My learner actively listens to the lessons being discussed.	2.91	Moderately Progressing
4	My learner comes prepared for every learning session.	2.89	Moderately Progressing
5	My learner shows proper posture and attention in class.	2.90	Moderately Progressing
6	My learner shows enthusiasm and interest in each session.	2.88	Moderately Progressing
7	My learner helps classmates during the session.	2.89	Moderately Progressing
8	My learner reports what they have learned after each session.	2.87	Moderately Progressing
9	My learner completes assignments related to each session.	2.90	Moderately Progressing
10	My learner continues to show appreciation for each learning session.	2.88	Moderately Progressing
	General Mean Rating	**2.89**	**Moderately Progressing**

Table 11 demonstrates the mean ratings and interpretations of the levels of learning continuity of ALS learners as perceived by learning facilitators in terms of learning sessions. The mean ratings ranged from 2.86 to 2.91, with a general mean rating of 2.89, interpreted as "Moderately Progressing." This result indicated that the learners showed moderate progress in maintaining consistency during learning sessions.

The highest mean rating of 2.91 was observed for the indicator, "My learner actively listens to the lessons being discussed," which highlighted the importance of active listening in promoting effective learning. This suggested that attentiveness and engagement were critical factors in learners' continued progress.

The findings implied that learners were generally engaged in their learning sessions but could further benefit from additional support to increase their preparation and participation. Strengthening session structures and fostering more interactive activities could help enhance learners' involvement.

The results aligned with the study of Adelabu and Mncube (2023), which also emphasized the positive impact of active participation and consistent attendance on learners' educational outcomes. Both studies highlighted the importance of creating an engaging and structured learning environment to sustain learner involvement.

4.3.3. Learning Engagement

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Mean Rating and Interpretations of the Levels of Learning Continuity of ALS Learners as Perceived by Learning Facilitators in terms of Learning Engagement

Item	Indicators	Mean Rating	Interpretation
1	My learner actively participates in class activities.	2.89	Moderately Progressing
2	My learner shows happiness in learning activities.	2.89	Moderately Progressing
3	My learner shares opinions and ideas in class.	2.89	Moderately Progressing
4	My learner becomes interested in questions and answers during class.	2.88	Moderately Progressing
5	My learner helps classmates to complete tasks.	2.91	Moderately Progressing
6	My learner works enthusiastically on group activities.	2.87	Moderately Progressing
7	My learner regularly practices additional exercises to learn the lessons.	2.89	Moderately Progressing
8	My learner shows eagerness in studying new topics.	2.89	Moderately Progressing
9	My learner honestly tells me if they struggled with a task.	2.90	Moderately Progressing
10	My learner continues to ask questions to clarify lessons.	2.88	Moderately Progressing
	General Mean Rating	**2.89**	**Moderately Progressing**

Table 12 displays the mean ratings and interpretations of the levels of learning continuity of ALS learners as perceived by learning facilitators in terms of learning engagement. The mean ratings ranged from 2.87 to 2.91, with a general mean rating of 2.89, interpreted as "Moderately Progressing." This result indicated that the learners showed moderate progress in engaging with learning activities.

The highest mean rating of 2.91 was observed for the indicator, "My learner helps classmates to complete tasks," which emphasized the importance of collaboration and peer support in fostering engagement. This finding highlighted that learners' willingness to assist each other positively impacted their overall learning experience.

The findings implied that learners were generally motivated and engaged in learning activities but could benefit from further encouragement to enhance their individual contributions to class discussions and group work. Strengthening collaboration and promoting more interactive activities may increase learner engagement.

The results aligned with the study of Wang et al. (2022), which also emphasized the role of active participation and peer interaction in sustaining learners' engagement. Both studies underscored the significance of creating a dynamic learning environment to foster continuous engagement.

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4.3.4. Learning Progress

Table 13

Mean Rating and Interpretations of the Levels of Learning Continuity of ALS Learners as Perceived by Learning Facilitators in terms of Learning Progress

Item	Indicators	Mean Rating	Interpretation
1	My learner shows progress in reading skills.	2.90	Moderately Progressing
2	My learner completes tasks faster and correctly.	2.77	Moderately Progressing
3	My learner gradually understands more difficult lessons.	2.89	Moderately Progressing
4	My learner notices improvements in their learning from before.	2.89	Moderately Progressing
5	My learner achieves learning goals in each session.	2.89	Moderately Progressing
6	My learner consistently shows higher scores on tests.	2.87	Moderately Progressing
7	My learner answers questions completely and accurately.	2.90	Moderately Progressing
8	My learner shows a deeper understanding of topics.	2.89	Moderately Progressing
9	My learner continues to improve their writing skills.	2.90	Moderately Progressing
10	My learner has higher confidence in their learning abilities.	2.89	Moderately Progressing
	General Mean Rating	**2.89**	**Moderately Progressing**

Table 13 features the mean ratings and interpretations of the levels of learning continuity of ALS learners as perceived by learning facilitators in terms of learning progress. The mean ratings ranged from 2.77 to 2.90, with a general mean rating of 2.89, interpreted as "Moderately Progressing." This indicated that learners showed moderate progress in various aspects of their learning development.

The highest mean ratings of 2.90 were observed for the indicators, "My learner shows progress in reading skills," "My learner answers questions completely and accurately," and "My learner continues to improve their writing skills." These results suggested that learners were making significant strides in core academic skills, particularly in reading, writing, and responding to questions effectively.

The findings implied that while learners exhibited notable progress in key learning areas, there is still room for improvement in the speed and consistency of task completion. Focused interventions on enhancing efficiency and accuracy in task completion could further accelerate learning progress.

The findings were consistent with the study of Aquino (2021), which emphasized the importance of tracking learners' progress in core skills such as reading and writing. Both studies

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highlighted the need for continuous assessment and targeted support to maintain and enhance learning progress.

4.4. Difference Between the Home-Related Factors Influencing the Learning Continuity of ALS Learners and Their Profile

4.4.1. Age

Table 14

Difference Between the Home-Related Factors Influencing the Learning Continuity of ALS Learners and Their Profile in terms of Age

Groups	*MR*	*Eta squared (η^2)*	*H*	*df*	*P*	Decision
19 years old and below	206.55	.418 (Large)	74.615	5	.000	Reject H_{01} (Significant)
20-29 years old	287.86					
30-39 years old	230.49					
40-49 years old	81.23					
50-59 years old	33.00					
60 years old and above	222.50					

The findings presented in Table 14 reveal the difference between the home-related factors influencing the learning continuity of ALS learners and their profile in terms of age. The values of MR, eta squared, h, df, and p were analyzed, with the decision to reject the null hypothesis (H_{01}) for the group of 19 years old and below (MR = 206.55, eta squared = .418, p = .000), indicating statistical significance. This suggests that age significantly affected the learning continuity of ALS learners.

The highest MR was observed in the 20-29 years old group (MR = 287.86), which showed a large eta squared value, implying a substantial effect size. The eta squared values across other age groups also indicated varying degrees of effect size, but the significance of the 20-29 years old group emphasized a notable difference.

The findings implied that home-related factors influencing ALS learners' continuity were more pronounced in specific age groups, particularly for those aged 20-29 years. It suggested that educational interventions should have focused on tailoring support according to learners' age to ensure continued engagement and success.

The present study aligned with the previous research by Mavilidi et al. (2021), which also highlighted the role of age as a determining factor in educational outcomes. Both studies emphasized the importance of considering age-related variables when designing interventions for learners in non-traditional educational settings.

4.4.2. Sex

Table 15

Difference Between the Home-Related Factors Influencing the Learning Continuity of ALS Learners and Their Profile in terms of Sex

Groups	*MR*	*Eta squared (η^2)*	*H*	*df*	*P*	Decision

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Male	220.89	.135	9.167	1	.002	Reject H_{01}
Female	258.25	(Medium)				(Significant)

The findings presented in Table 15 show the difference between the home-related factors influencing the learning continuity of ALS learners and their profile in terms of sex. The values of MR, eta squared, h, df, and p were analyzed, with the decision to reject the null hypothesis (H_{01}) for both male (MR = 220.89, eta squared = .135, p = .002) and female (MR = 258.25) groups, indicating statistical significance. This suggests that sex significantly influenced the learning continuity of ALS learners.

The highest MR was observed in the female group (MR = 258.25), with a medium effect size indicated by eta squared = .135 for the female group. The significance of these findings highlights the importance of sex as a factor influencing learning continuity, with females showing a higher influence from home-related factors.

The findings implied that gender differences should have been considered when developing support strategies for ALS learners, as the home-related factors affecting learning continuity varied by sex. It suggested the need for differentiated approaches in educational interventions to address the distinct needs of male and female learners.

The study supported the findings of Almasri et al. (2022), which also identified gender as a significant factor in the learning outcomes of non-traditional learners. Both studies underscore the importance of factoring in sex when designing interventions for learners in the ALS program.

4.4.3. Monthly Family Income

Table 16

Difference Between the Home-Related Factors Influencing the Learning Continuity of ALS Learners and Their Profile in terms of Monthly Family Income

Groups	***MR***	***Eta squared (η^2)***	***H***	***df***	***P***	**Decision**
P19,999 and below	225.51	.314	48.262	6	.000	Reject H_{01}
P20,000 to P39,999	247.10	(Large)				(Significant)
P40,000 to P59,999	317.40					
P60,000 to P79,999	183.71					
P80,000 to P99,999	154.94					
P100,000 to P119,999	69.58					
P120,000 and above	155.38					

The findings presented in Table 16 display the difference between the home-related factors influencing the learning continuity of ALS learners and their profile in terms of monthly family income. The values of MR, eta squared, h, df, and p were analyzed, with the decision to reject the null hypothesis (H_{01}) for the group with a monthly family income of P19,999 and below (MR = 225.51, eta squared = .314, p = .000), indicating statistical significance. This suggests that monthly family income significantly influenced the learning continuity of ALS learners.

The highest MR was observed in the P40,000 to P59,999 income group (MR = 317.40), with a large effect size indicated by eta squared = .314 for the P40,000 to P59,999 group. The significance of these findings emphasizes the importance of considering family income as a factor that affects the learning continuity of ALS learners.

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The findings implied that learners' family income played a crucial role in the home-related factors that impacted their learning continuity. It suggested that educational support strategies should have accounted for the financial background of learners to effectively address barriers to their education.

The study corroborated the findings of Jimbo and Muna (2024), which also recognized family income as a significant determinant of learning outcomes for non-traditional learners. Both studies stress the need to tailor interventions to the specific financial circumstances of learners to ensure effective support in the learning process.

4.4.4. Highest Educational Attainment of Learning Facilitator

Table 17

Difference Between the Home-Related Factors Influencing the Learning Continuity of ALS Learners and Their Profile in terms of Highest Educational Attainment of Learning Facilitator

Groups	*MR*	*Eta squared (η^2)*	*H*	*df*	*p*	Decision
Did Not Attend Schooling	241.12	.663 (Large)	209.638	6	.000	Reject H_{01} (Significant)
Elementary Undergraduate	237.57					
Elementary Graduate	248.86					
High School Graduate	99.93					
College Graduate	313.18					
MA Graduate	160.62					
EdD/PhD/DPA/DBA Graduate	167.31					

The findings presented in Table 17 demonstrate the difference between the home-related factors influencing the learning continuity of ALS learners and their profile in terms of the highest educational attainment of the learning facilitator. The values of MR, eta squared, h, df, and p were analyzed, with the decision to reject the null hypothesis (H_{01}) for the group of learning facilitators who did not attend schooling (MR = 241.12, eta squared = .663, p = .000), indicating statistical significance. This suggests that the highest educational attainment of the learning facilitator significantly influenced the learning continuity of ALS learners.

The highest MR was observed in the college graduate group (MR = 313.18), with a large effect size indicated by eta squared = .663 for the group of facilitators who were college graduates. The significance of these findings emphasizes the importance of the educational background of the facilitator in influencing the learning continuity of ALS learners.

The findings implied that the educational attainment of learning facilitators played a significant role in the home-related factors that influenced ALS learners' continuity. It suggested that investing in the professional development and education of learning facilitators was essential for improving learner engagement and success in the ALS program.

The study aligned with the findings of Veine et al. (2022), which also highlighted the role of facilitators' educational background in affecting learning outcomes. Both studies emphasize the

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importance of well-educated learning facilitators in ensuring the success of non-traditional education programs such as ALS.

4.4.5. Daily Number of Hours Spent Studying at Home

Table 18

Difference Between the Home-Related Factors Influencing the Learning Continuity of ALS Learners and Their Profile in terms of Daily Number of Hours Spent Studying at Home

Groups	*MR*	*Eta squared (η^2)*	*H*	*df*	*p*	Decision
Less than 1.0 hour	133.36	.595	164.88	5	.000	Reject H_{01}
1.0 to 1.9 hours	309.65	(Large)	0			(Significant)
2.0 to 2.9 hours	294.08					
3.0 to 3.9 hours	259.56					
4.0 to 4.9 hours	100.66					
5.0 hours and above	172.68					

The findings presented in Table 18 illustrates the difference between the home-related factors influencing the learning continuity of ALS learners and their profile in terms of the number of hours spent studying at home. The values of MR, eta squared, h, df, and p were analyzed, with the decision to reject the null hypothesis (H_{01}) for the group that spent less than 1.0 hour studying at home (MR = 133.36, eta squared = .595, p = .000), indicating statistical significance. This suggests that the number of hours spent studying at home significantly influenced the learning continuity of ALS learners.

The highest MR was observed in the group that studied for 1.0 to 1.9 hours (MR = 309.65), with a large effect size indicated by eta squared = .595 for 1.0 to 1.9 hours group. The significance of these findings highlights the critical role of study time at home in determining the learning continuity of ALS learners.

The findings implied that the amount of time spent studying at home was a crucial factor in influencing the learning continuity of ALS learners. It suggested that strategies should have been developed to encourage and support learners in increasing their study time to improve learning outcomes.

The study corroborated the findings of Irwansyah et al. (2021), which also found that the number of hours spent on study significantly impacted learning outcomes for non-traditional learners. Both studies highlight the need to prioritize home study time as a key factor in enhancing the learning experience for ALS learners.

4.5. Correlation Between the Home-Related Factors Influencing the Learning Continuity of ALS Learners and Their Levels of Learning Continuity as Perceived by Their Learning Facilitators

Table 19

Correlation Between Home-Related Factors Influencing the Learning Continuity of ALS Learners and Their Levels of Learning Continuity as Perceived by Their Learning Facilitators

Dependent Variables	r	p	Interpretation	Decision

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Learning Motivation	-.082	.072	Negative Correlation	Weak	Accept H_{02} (Significant)
Learning Sessions	-.086	.059	Negative Correlation	Weak	Accept H_{02} (Significant)
Learning Engagement	-.090	.050	Negative Correlation	Weak	Reject H_{02} (Significant)
Learning Progress	-.092	.044	Negative Correlation	Weak	Reject H_{02} (Significant)
Overall	**-.097**	**.033**	**Negative Correlation**	**Weak**	**Reject H_{02} (Significant)**

In Table 19, the study highlights the correlation between home-related factors influencing the learning continuity of ALS learners and their levels of learning continuity, as perceived by their learning facilitators. The values of r ranged from -.082 to -.097, with corresponding p-values between .033 and .072, all indicating a negative weak correlation. Based on these results, the decision to accept or reject the null hypothesis (H_{02}) was made accordingly, where H_{02} was accepted for learning motivation and learning sessions, and rejected for learning engagement, learning progress, and overall.

The negative weak correlation suggested that as home-related factors increased, the learning continuity decreased, but this relationship was weak in strength. The results also indicated that while the correlations were statistically significant, the strength of these relationships remained relatively low, indicating minimal impact from home-related factors on the learning continuity of ALS learners.

These findings implied that while home-related factors may have had an influence on the learners' continuity, the effect was not strong enough to cause significant changes in their learning outcomes. It suggested that other factors might have played a more substantial role in shaping learning continuity.

The present study aligned with the previous research by Caniban Jr. (2024), which also highlighted weak correlations between external factors and educational outcomes. Both studies emphasized that while correlations existed, their impact on learners' progress remained minimal, suggesting the need for further investigation into more influential variables.

4.6. An Enhanced Learning Continuity Program to Improve the Home-Related Factors Influencing the Learning Continuity of ALS Learners and Their Levels of Learning Continuity

The enhanced ALS learning continuity program aims to address learners' challenges by implementing inclusive teaching methods, professional development for facilitators, and strengthened family involvement. It ensures equal access to quality education through age-specific modules, gender-sensitive workshops, and financial support for learners from low-income families. Facilitators will receive advanced training, mentoring, and certifications to improve teaching capacity, while learners will be provided with technological tools, ergonomic study spaces, and flexible learning schedules. Family engagement will be fostered through orientations, recognition programs, and community dialogues, ensuring a strong support system for learners. Success will be measured through continuous monitoring, adaptive programs, and collaborative efforts among facilitators, program coordinators, community sponsors, and parents.

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5. CONCLUSIONS

1. The ALS learners were predominantly female, aged 20 to 29 years old, from families with a monthly income of P19,999 or below, with a college graduate as their learning facilitator, and spent 2.0 to 2.9 hours studying at home.
2. The home-related factors were moderately influential in the learning continuity of the ALS learners, particularly in terms of the study environment, technological resources, family support, and family attitudes.
3. The levels of learning continuity of ALS learners, as perceived by learning facilitators, were moderately progressing in terms of learning motivation, learning sessions, engagement, and progress.
4. A significant difference existed between the home-related factors influencing the learning continuity of ALS learners and their profiles in terms of age, sex, monthly family income, highest educational attainment of learning facilitators, and the number of hours spent studying at home.
5. A weak, negative, and non-significant correlation was observed between the home-related factors influencing the learning continuity of ALS learners and their levels of learning continuity, as perceived by their learning facilitators, specifically in terms of learning motivation and learning sessions, while a weak but significant negative correlation was found in relation to learning engagement and learning progress.
6. An enhanced learning continuity program was developed to improve the home-related factors influencing the learning continuity of ALS learners and their levels of learning continuity.

6. RECOMMENDATIONS

1. The ALS learners should receive targeted support to address the specific needs of female learners aged 20 to 29, particularly those from families with a monthly income of P19,999 or below, to optimize their study time and home learning environment.
2. The home-related factors should be further strengthened by providing additional resources, such as technological tools and family engagement programs, to enhance their influence on the learning continuity of ALS learners.
3. The ALS learners' learning continuity should be continuously monitored and supported through motivational strategies, increased learning sessions, and engagement activities to sustain their progress.
4. The educational programs for ALS learners should be tailored to address the diverse profiles of learners, considering their age, sex, family income, educational background of facilitators, and study time, to improve learning continuity.
5. The relationship between home-related factors and learning continuity should be further explored, with emphasis on strengthening family support and engagement to improve learning motivation, learning sessions, and overall learning progress.
6. The enhanced learning continuity program should be implemented and regularly evaluated to ensure its effectiveness in improving both home-related factors and learners' overall learning continuity.
7. A study on the impact of specific family support mechanisms, such as parental involvement and the availability of learning resources at home, should be conducted to further understand their role in enhancing the learning continuity of ALS learners.

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