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Home-Based Factors and Academic Achievement Among A&E Junior High School Alternative Learning System (Als) Learners in the Schools Division of Zamboanga Del Norte

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ABSTRACT: This study aimed to assess the home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) Learners and their influence on academic achievement based on the Certificate of Rating (COR) in Cluster 1 of the 1st Congressional District, Schools Division of Zamboanga Del Norte during the school year 2024-2025. It employed a quantitative descriptive–correlational research design. There were one hundred ALS learners who served as respondents. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools applied MS Excel Data Analysis Tools and JAMOVI as the statistical software. Findings revealed that there was a very weak and non-significant relationship between home-based factors and academic achievement.

Based on the findings, the Department of Education, through the ALS Coordinator, should improve access to gadgets, internet connectivity, learning hubs, subsidies, and learning kits, particularly for financially disadvantaged and working learners. ALS teachers should strengthen programs on motivation, resilience, study skills, and provide supplementary materials, including gender-responsive interventions. Parents and guardians are encouraged to give consistent emotional support, assist with study routines, and promote a positive attitude toward education. ALS learners should practice self-discipline, time management, and resilience while maximizing available resources and seeking support from teachers and peers.

KEYWORDS: home-based factors, academic achievement, Alternative Learning System, learners

INTRODUCTION

Home-based factors have become an important area of educational research because they significantly influence learners' academic success, particularly in flexible and non-traditional programs such as the Alternative Learning System (ALS). Khan and Begum (2019) explained that parental support, access to learning resources, and household conditions strongly affect students' ability to achieve academically. Similarly, Bercasio (2023) emphasized that learners' academic outcomes are closely associated with the quality of support they receive at home. This influence is especially relevant in ALS, where learners depend largely on self-paced study and home-based learning activities. Unlike students in formal schools who follow structured schedules and receive regular institutional support, ALS learners often study independently while managing household responsibilities, employment, caregiving duties, and other personal commitments. These circumstances make the home environment a central factor in shaping their motivation, persistence, learning continuity, and academic performance.

Field observations indicate that parental involvement, family support, a conducive study environment, technological resources, and access to learning materials play important roles in the academic achievement of ALS learners. Khan (2020) noted that a supportive and resource-rich home environment strengthens learners' engagement, self-confidence, and academic resilience. In contrast, inadequate guidance, limited learning materials, lack of suitable study spaces, and insufficient family encouragement may hinder academic progress, even among highly motivated learners. Kaizirege (2023) likewise highlighted that supportive home conditions promote better engagement and performance, especially among learners experiencing socioeconomic difficulties. Liquigan and Ortiz (2023) further reported that family stability, parental involvement, and the availability of educational resources significantly influence learners' motivation and achievement. For ALS learners, who spend considerable time studying outside formal learning sessions, these conditions may determine their ability to complete modules, prepare for assessments, and remain active in the program.

Empirical evidence shows that ALS learners have historically faced difficulties in completing the program and passing the Accreditation and Equivalency Test. Earlier reports indicated relatively low passing and completion rates despite regular attendance in learning sessions. More recent Department of Education data, however, suggest improvements in A&E assessment outcomes, with thousands of learners obtaining passing

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or conditional results during the 2024–2025 testing period. DepEd Memorandum No. 076, s. 2018 also established a revised passing score of 60 percent and provided clearer educational pathways for successful examinees. These initiatives were further reinforced by Republic Act No. 11510, or the Alternative Learning System Act, which institutionalized ALS and strengthened the government's commitment to inclusive education and lifelong learning. Nevertheless, variations in learner achievement continue to suggest that academic success may be influenced not only by instructional delivery but also by the conditions learners experience at home. Mensah and Frimpong (2024) and Torres and Refugio (2019) similarly found that parental engagement, positive household conditions, appropriate study spaces, and family support enhance learners' motivation, persistence, and academic achievement.

Despite the growing body of literature on the relationship between home environment and academic performance, most previous studies have focused on learners enrolled in formal educational institutions. Limited research has specifically examined how home-based factors, including study environment, technological resources, family support, and family attitudes, influence the academic success of ALS learners. This gap is significant because ALS learners rely more heavily on flexible, modular, and self-directed learning conditions at home. Moreover, existing studies commonly measure academic performance through classroom grades or teacher-made assessments rather than the Certificate of Rating, which serves as an official and standardized indicator of ALS assessment performance. Consequently, there is insufficient localized evidence linking specific home-based factors with the COR outcomes of ALS learners, particularly in the districts of La Libertad, Rizal, and Sibutad in the Schools Division of Zamboanga del Norte. Therefore, this study seeks to address this gap by examining the relationship between home-based factors and ALS learners' academic success using their Certificate of Rating as the basis for performance measurement.

LITERATURE

Home-Based Factors Influencing Learning Continuity

Khan and Begum (2019), researchers assessed secondary school students' home environments including physical facilities, family interactions, and home supports and found a significant positive relationship between a supportive home environment and academic performance. Their findings highlight that home interactions and physical facilities (such as a quiet study space and conducive home environment) contribute to better learning outcomes. Similarly, Liquigan and Ortiz (2023) studied Grade 10 students in the Philippines and reported that favorable home environment factors including parental involvement, stable family conditions, and access to supportive resources were related to higher academic achievement. These studies suggest that the home environment remains a critical context for student success, and they provide empirical support for including home-related factors as independent variables in educational research.

Technological Resources

Ren and Zhu (2024) conducted a study among international higher-education students and found that both the availability of access devices and the stability of Internet connection significantly influenced students' satisfaction and performance in synchronous online learning. Similarly, Joshi et al. (2025) showed that utilization of digital resources (e.g., e-learning platforms, online libraries, collaborative tools) positively affected students' learning outcomes across different economic backgrounds especially when access was consistent and adequate.

Family Support

Guo and colleagues (2025) found a robust positive association between family support and adolescents' academic performance across 71 countries. Their results indicate that strong family backing remains especially critical in contexts where educational resources may be limited; in such circumstances, support from parents or guardians can significantly buffer disadvantages and promote learning continuity Family support encompassing parental involvement, emotional encouragement, and practical assistance has been consistently linked to improved academic performance among learners. Similarly, Bahian and Mendoza (2025) observed that among indigenous learners in the Philippines, both emotional and educational support from families significantly correlated with better academic outcomes. Their regression analysis revealed that parental support including guidance, encouragement, and involvement accounted for a considerable portion of variance in learners' performance.

Family Attitudes

Zhao and colleagues (2022) found, in a large-scale study of Chinese adolescents, that a positive family environment which includes parental beliefs and expectations about education was significantly associated with higher academic achievement. These findings suggest that family attitudes shape learners' orientation toward education, which in turn influences their motivation, engagement, and performance. Parental attitudes toward education including beliefs about the value of schooling, expectations for children's academic success, and general educational aspirations have been shown to significantly affect students' academic outcomes. In a recent study in Anambra State, researchers reported that parental attitudes served as strong predictors of students' academic achievement: students whose parents held positive views on the importance of education and consistently emphasized academic success were more likely to earn high marks.

Certificate of Rating

"Assessing the Academic Performance of Alternative Learning System Students" (2022), researchers found that ALS students' academic performance ranged from "average" to "advanced," indicating that the program's structure and assessment mechanisms comparable to formal education standards enable learners to achieve satisfactory results. Estabillo and Linga (2025) assessed the implementation of ALS in a division of Rizal and reported that learners' assessment outcomes (which underpin their equivalency status) were generally "satisfactory," supporting the notion that ALS can deliver credible academic success outcomes when properly implemented. These findings underscore that ALS, through its standardized assessment process analogous to a Certificate of Rating, can yield results comparable to those of formal schooling, thereby validating the academic value of ALS credentials.

Academic Achievement

In the context of the Alternative Learning System (ALS), academic achievement is primarily evaluated through performance in the Accreditation and Equivalency (A&E) Test. This test serves as a standardized measure of learners' competencies aligned with the basic education

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curriculum, and successful passers are granted certification equivalent to formal elementary or secondary education. This supports the idea that A&E Test results such as passing rates and certificate ratings are valid indicators of academic achievement.

Conceptual Framework

The conceptual framework presented in Figure 1 illustrates the major components of the study. Part I represents the independent variable *home-based factors influencing learning continuity*, which is examined through four key dimensions: study environment, technological resources, family support, and family attitudes. This section is measured using a forty-item instrument designed to assess the extent to which home conditions promote or hinder sustained learning among ALS learners. Part II presents the dependent variable, *Certificate of Rating (COR),* which serves as the standardized measure of academic success and learning outcomes in the Alternative Learning System.

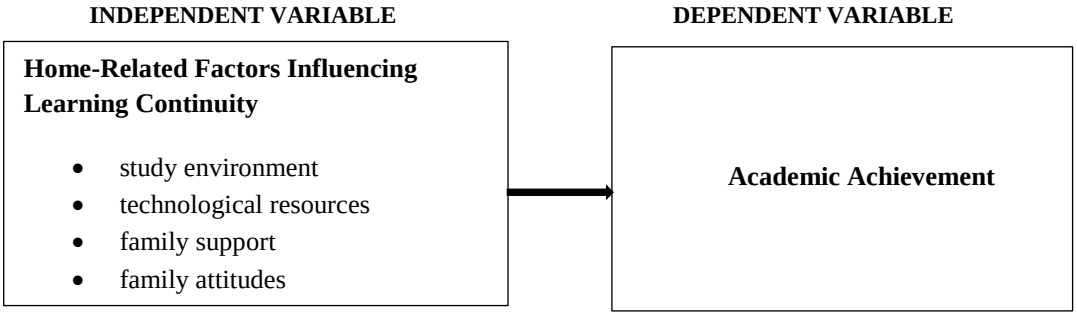


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aims to assess the home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) Learners and their influence among the academic achievement based on the Certificate of Rating (COR) in Cluster 1 of the 1st Congressional District, Schools Division of Zamboanga Del Norte during the school year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) Learners in terms of:

1.1. study environment;

1.2. technological resources;

1.3. family support; and

1.4. family attitudes?

2. What is the respondents' level of academic achievement-based certificate rating?

3. Is there a significant relationship between the perceived level of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) learners and academic achievement based on the certificate of rating?

Hypothesis

1. There is no significant relationship between the perceived level of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) learners and academic achievement based on the certificate of rating.

Scope and Limitations of the Study

This study focuses on determining the influence of home-based factors on the academic success of one hundred (100) Alternative Learning System (ALS) learners in La Libertad, Rizal, and Sibutad District, Schools Division of Zamboanga del Norte during the School Year 2024–2025. It specifically covers two major variables: home-based factors influencing learning continuity, is examined through four dimensions: study environment, technological resources, family support, and family attitudes. These indicators collectively measure the extent to which the home setting supports or hinders the learners' ability to engage in flexible learning activities and complete ALS modules, and the Certificate of Rating (COR), which serves as the standardized measure of academic success within the ALS program. The COR reflects learners' performance in the Accreditation and Equivalency (A&E) Test and functions as the official benchmark of learning outcomes. The study involves ALS learners from the three identified districts who are officially enrolled during the school year covered by the research.

RESEARCH METHODOLOGY

Method Used

This study employed a quantitative descriptive–correlational research design to examine the relationship between home-related factors and the academic success or Certificate of Rating of Alternative Learning System (ALS) learners in La Libertad, Rizal, and Sibutad Districts, Schools Division of Zamboanga del Norte during the School Year 2024–2025. According to Creswell & Creswell, who describe survey research as "a systematic method of collecting information from a sample of individuals through the use of questionnaires or interviews to measure attitudes, beliefs, behaviors, and characteristics." They emphasize that surveys allow researchers to gather large amounts of data efficiently and are often used alongside experiments and observational methods to validate findings." Creswell and Guetterman (2019) define correlational research as the systematic investigation of relationships among two or more variables, conducted without any experimental manipulation of those variables. Correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between

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the home-related factors and the academic success or Certificate of Rating of Alternative Learning System (ALS) learners, without the influence of extraneous variables.

Research Instrument

The questionnaire used in this study consisted of two major parts. Part I measured the home-related factors influencing learning continuity, adopted from Catacutan (2025). This section comprised four key indicators study environment, technological resources, family support, and family attitudes designed to assess the extent to which home conditions support or hinder the learners' continued engagement in the Alternative Learning System. Part II documented the learners' Certificate of Rating (COR), which served as the standardized basis for determining their academic performance within the ALS program.

Ethical Consideration

This study secured approval from the Research and Ethics Committee of the Department of Education before the conduct of data gathering. Informed consent was obtained from the institution and the individual respondents prior to their participation. The questionnaire was written in clear and understandable language to ensure voluntary and informed participation. The identities of the respondents were kept anonymous, and all information gathered was treated with strict confidentiality. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the home-related factors influencing learning continuity and Certificate of Rating.

Scoring Procedure

Home-Related Factors Influencing Learning Continuity

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Academic Performance Based on Certificate of Rating

Scale	Description	Grading Scale
3	Full Passers	60% and above
2	Conditional Passers	50% to 59.99%
1	Non-Passers	Below 50%

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the employee's score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous Aiken & Susane (2001); Refugio et al (2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between home-related factors influencing learning continuity and Certificate of Rating. The following guide in interpreting the correlation value proposed by Cohen et al. (2013) was utilized in this study:

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
0.0	**No correlation**	

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) Learners in terms of:

1.1. study environment;
1.2. technological resources;
1.3. family support; and
1.4. family attitudes?

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Table 1: Perceived Level of Home-Based Factors Influencing the Learning Continuity of the A&E Junior High School Alternative Learning System (ALS) Learners in Terms of Study Environment

A Study Environment	AWV	SD	Description	Interpretation
1. I study in a quiet place.	3.67	1.19	Agree	Highly Influential
2. I use my table or chair when I study.	3.52	1.18	Agree	Highly Influential
3. I can see books and study materials around me.	3.19	1.24	Somewhat Agree	Moderately Influential
4. I have enough light in the place where I study.	3.47	1.23	Agree	Highly Influential
5. I have a place where I can read and write properly	3.53	1.29	Agree	Highly Influential
6. My family helps me prepare my study area.	3.12	1.39	Somewhat Agree	Moderately Influential
7. I have a clean and organized space to study.	3.15	1.35	Somewhat Agree	Moderately Influential
8. There are no other noises or distractions in my study area	3.14	1.28	Somewhat Agree	Moderately Influential
9 I am comfortable while studying.	3.26	1.33	Somewhat Agree	Moderately Influential
10 I feel happy with my study space because it is bright and organized.	3.53	1.23	Agree	Highly Influential
Overall	**3.36**	**0.98**	**Somewhat Agree**	**Moderately Influential**

AWV=Average Weighted Value, SD=Standard Deviation

Table 1 conveys the perceived level of home-based factors influencing the learning continuity of the A&E junior high school Alternative Learning System (ALS) learners in terms of study environment. The outcome shows that the overall perceived level of home-based factors in terms of study environment obtained an average weighted value of 3.36, described as "somewhat agree" and interpreted as "moderately influential." This signifies that while learners generally have access to basic study conditions, these are not consistently optimal for supporting learning continuity. Indicators such as studying in a quiet place (AWV = 3.67), having proper furniture (3.52), adequate lighting (3.47), and a designated space for reading and writing (3.53) were rated as "highly influential," suggesting that physical aspects of the study environment play a crucial role in facilitating learning. However, other factors, including the availability of study materials, family assistance in preparing study space, cleanliness, absence of distractions, and overall comfort, were only rated as "moderately influential," implying that many learners still face limitations in creating an ideal learning environment at home. In the Philippine context, recent studies affirm that a conducive and well-organized home study environment significantly enhances learners' academic engagement and performance, especially in flexible learning systems like ALS (Villanueva & Campos, 2022). Furthermore, research conducted in Philippine schools highlights that environmental factors such as lighting, space, and reduced distractions are critical in improving students' focus and learning outcomes (Fuentes & Victoria, 2024). However, many learners from low-income households experience challenges in maintaining such conditions due to limited resources and shared living spaces (Impact of Home Environment on Academic Performance of Students in the Philippines, 2024). These findings suggest that although ALS learners recognize the importance of a proper study environment, constraints within the home setting may limit its full effectiveness, thereby reinforcing the need for additional support to improve home-based learning conditions.

Table 2: Perceived Level of Home-Based Factors Influencing the Learning Continuity of the A&E Junior High School Alternative Learning System (ALS) Learners in Terms of Technological Resources

B. Technological Resources	AWV	SD	Description	Interpretation
1. I use a cellphone or tablet for my studies.	3.17	1.34	Somewhat Agree	Moderately Influential
2 I watch educational videos on the internet.	2.93	1.40	Somewhat Agree	Moderately Influential
3 I use apps to learn new things.	2.79	1.34	Somewhat Agree	Moderately Influential
4 I can do research using online tools.	2.96	1.37	Somewhat Agree	Moderately Influential
5 My family helps me use technology for studying.	2.86	1.39	Somewhat Agree	Moderately Influential
6 I have access to a printer for my assignments.	2.36	1.39	Disagree	Lowly Influential
7 I use educational games to learn in a fun way	2.53	1.32	Disagree	Lowly Influential
8 I can save files on my phone or computer for my tasks	2.80	1.40	Somewhat Agree	Moderately Influential
9 I use a headset when watching videos so I don't disturb others.	2.85	1.37	Somewhat Agree	Moderately Influential
10 I use Wi-Fi or mobile data to access learning materials.	3.43	1.43	Disagree	Lowly Influential
Overall	**2.87**	**1.15**	**Somewhat Agree**	**Moderately Influential**

AWV=Average Weighted Value, SD=Standard Deviation

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Table 2 exhibits the perceived level of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) learners in terms of technological resources. The data reveal that the overall perceived level of technological resources influencing learning continuity among ALS learners has an average weighted value of 2.87, described as "somewhat agree" and interpreted as "moderately influential." This finding entails that while learners have some access to technology, it remains inconsistent and insufficient for fully supporting their educational needs. Most indicators, such as the use of mobile devices for studying (AWV = 3.17), watching educational videos (2.93), conducting online research (2.96), and using learning applications (2.79), were rated as "moderately influential," suggesting that technology plays a supportive but not dominant role in their learning. However, access to a printer (2.36) and the use of educational games (2.53) were rated as "lowly influential," indicating limited availability of supplementary technological tools. Notably, access to Wi-Fi or mobile data (3.43) was also interpreted as "lowly influential," highlighting connectivity issues that may hinder effective online learning. In the Philippine context, recent studies confirm that limited access to digital devices and unstable internet connectivity remain major barriers to effective home-based learning, particularly among learners from low-income households (Villanueva & Campos, 2022). Furthermore, research highlights that while mobile phones are the most commonly used learning tools, their functionality is often restricted due to data costs and poor connectivity, affecting learners' ability to engage in online educational activities (Calo & Salvaña, 2024). Additionally, Philippine-based studies emphasize that parental or family support in using technology is often limited, especially in households with low digital literacy, which further constrains learners' academic progress (Impact of Home Environment on Academic Performance of Students in the Philippines, 2024). Therefore, the findings suggest that although technological resources are present to some extent, their limited accessibility and functionality reduce their overall effectiveness, reinforcing the need to improve digital infrastructure and support systems for ALS learners.

Table 3: Perceived Level of Home-Based Factors Influencing the Learning Continuity of the A&E Junior High School Alternative Learning System (ALS) Learners in Terms of Family Support

C. Family Support	AWV	SD	Description	Interpretation
1 My family helps me with my homework.	3.43	1.34	Agree	Highly Influential
2 I receive words of praise from my family when I do well in my studies.	3.54	1.20	Agree	Highly Influential
3 My family encourages me to study every day.	3.62	1.23	Agree	Highly Influential
4 My family helps me find learning materials.	3.31	1.24	Somewhat Agree	Moderately Influential
5 My family stays with me when I read or write.	2.89	1.30	Somewhat Agree	Moderately Influential
6 My family helps me plan my study time	2.94	1.25	Somewhat Agree	Moderately Influential
7 My family guides me in using technology for studying.	3.02	1.27	Somewhat Agree	Moderately Influential
8 My family supports me when I need help with difficult tasks.	3.47	1.27	Agree	Highly Influential
9 My family understands me when I find my lessons difficult.	3.39	1.27	Somewhat Agree	Moderately Influential
10 My family encourages me to keep studying even when it is hard.	3.46	1.34	Agree	Highly Influential
Overall	**3.31**	**1.14**	**Somewhat Agree**	**Moderately Influential**

AWV=Average Weighted Value, SD=Standard Deviation

Table 3 discloses the perceived level of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) learners in terms of family support. The outcome asserts that the overall perceived level of family support has an average weighted value of 3.31, described as "somewhat agree" and interpreted as "moderately influential." This finding suggests that while family support is present among ALS learners, it is not consistently strong across all aspects of their learning. Several indicators were rated as "highly influential," particularly family encouragement to study (AWV = 3.62), receiving praise for academic performance (3.54), assistance with homework (3.43), support during difficult tasks (3.47), and motivation to persist despite challenges (3.46). These findings highlight the important role of emotional and motivational support from family members in sustaining learners' engagement. However, other aspects, such as helping find learning materials, staying with learners during study, planning study time, and guiding technology use, were only rated as "moderately influential," indicating gaps in active and instructional support at home. In the Philippine context, recent studies emphasize that family support is a critical determinant of learners' academic success, particularly in flexible learning modalities like ALS, where supervision and guidance largely depend on the household (Calo & Salvaña, 2024). Moreover, research conducted in local settings shows that parental encouragement and emotional support significantly improve learners' motivation and academic performance, even when material resources are limited (Fuentes & Victoria, 2024). However, studies also point out that many families face constraints such as limited educational background, time, and resources, which affect their ability to provide consistent academic guidance (Impact of Home Environment on Academic Performance of Students in the Philippines, 2024). Therefore, the findings suggest that while emotional support from families is relatively strong, there is a need to strengthen practical and academic involvement to further enhance the learning continuity of ALS learners.

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Table 4: Perceived Level of Home-Based Factors Influencing the Learning Continuity of the A&E Junior High School Alternative Learning System (ALS) Learners in Terms of Family Attitudes

D. Family Attitudes	AWV	SD	Description	Interpretation
1 I feel that my family believes education is important.	3.90	1.11	Agree	Highly Influential
2 I see that my family values my education.	3.67	1.26	Agree	Highly Influential
3 My family encourages me to complete my school tasks	3.61	1.32	Agree	Highly Influential
4 I hear from my family that I should study well.	3.41	1.35	Agree	Highly Influential
5 I feel that my family is happy when I learn something new.	3.72	1.28	Agree	Highly Influential
6 My family supports me even when studying is hard.	3.55	1.33	Agree	Highly Influential
7 My family listens to me when I talk about my lessons.	3.42	1.32	Agree	Highly Influential
8 I feel that my family cares about my studies.	3.51	1.31	Agree	Highly Influential
9 I hear from my family that I can succeed in my studies.	3.31	1.35	Somewhat Agree	Moderately Influential
10 I feel that my family helps me build confidence in myself.	3.43	1.42	Agree	Highly Influential
Overall	**3.55**	**1.12**	**Agree**	**Highly Influential**

AWV=Average Weighted Value, SD=Standard Deviation

Table 4 reflects the perceived level of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) learners in terms of family attitudes. The outcome attests that the overall perceived level of family attitudes toward learners' education has an average weighted value of 3.55, described as "agree" and interpreted as "highly influential." This finding maintains that ALS learners generally experience positive and supportive family attitudes that strongly contribute to their learning continuity. All indicators were rated as "highly influential," particularly the belief that education is important (AWV = 3.90), the family's happiness when learners gain new knowledge (3.72), and the value placed on education (3.67). These findings suggest that families play a crucial role in shaping learners' motivation, confidence, and persistence in their studies through positive reinforcement and encouragement. Although one item, belief in learners' success (3.31), was rated slightly lower as "moderately influential," it still reflects a generally supportive environment. In the Philippine context, recent studies emphasize that positive family attitudes significantly influence learners' academic motivation and achievement, especially in flexible learning systems like ALS, where learners rely heavily on home support (Calo & Salvaña, 2024). Furthermore, local research highlights that when families value education and consistently express encouragement, learners develop stronger self-confidence and are more likely to persist despite challenges (Fuentes & Victoria, 2024). Additionally, studies indicate that emotional and attitudinal support from family members can compensate for limited material resources, making it a key factor in academic success (Impact of Home Environment on Academic Performance of Students in the Philippines, 2024). Therefore, the findings suggest that positive family attitudes serve as a strong foundation for learners' academic engagement and resilience, reinforcing their importance in promoting learning continuity among ALS learners.

Table 5: Summary of the Perceived Level of Home-Based Factors Influencing the Learning Continuity of the A&E Junior High School Alternative Learning System (ALS) Learners

Indicators	AWV	SD	Description	Interpretation
A. Study Environment	3.36	0.98	Somewhat Agree	Moderately Influential
B. Technological Resources	2.87	1.15	Somewhat Agree	Moderately Influential
C. Family Support	3.31	1.14	Somewhat Agree	Moderately Influential
D. Family Attitudes	3.55	1.12	Agree	Highly Influential
Overall	**3.27**	**1.03**	Somewhat Agree	Moderately Influential

AWV=Average Weighted Value, SD=Standard Deviation

Table 5 summarizes the perceived level of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) learners. The summary data deduce that the overall mean is 3.27, described as somewhat agree and interpreted as moderately influential. This finding articulates that while home-based factors generally support learners' education, their influence is not consistently strong across all indicators. Among the indicators, family attitudes obtained the highest mean (AWV = 3.55), interpreted as "highly influential," suggesting that positive beliefs, encouragement, and value for education within the family serve as the strongest driving force for learners' motivation and persistence. In contrast, study environment (3.36), family support (3.31), and technological resources (2.87) were all rated as "moderately influential," indicating that although these factors are present, they may not be consistently conducive to optimal learning. Notably, technological resources received the lowest rating, reflecting ongoing challenges in access to devices, internet connectivity, and digital tools. In the Philippine context, recent studies affirm that while emotional and attitudinal support from families strongly enhances learners' motivation, limitations in physical learning spaces and access to technology continue to hinder effective learning, particularly among disadvantaged groups

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and ALS learners (Calo & Salvaña, 2024). Furthermore, local research highlights that a supportive home environment, combining positive family attitudes, adequate study space, and access to learning resources, is essential for improving academic outcomes, yet disparities in socioeconomic conditions often limit these factors (Impact of Home Environment on Academic Performance of Students in the Philippines, 2024). Similarly, studies on modular and home-based learning in the Philippines emphasize that although families play a vital motivational role, insufficient resources and guidance reduce the overall effectiveness of home-based learning (Villanueva & Campos, 2022). Therefore, the findings suggest that while family attitudes strongly promote learning continuity, improvements in study environment, technological access, and active family support are necessary to enhance the overall academic experience of ALS learners.

2. What is the respondents' level of academic achievement-based certificate rating?

Table 6: Level of Students' Academic Achievement Based on Certificate of Rating

Scale	Range of Values		Description	F	%	AWV	Description
1	1.00-1.66	Below 50	Non-Passer	22	22.0		
2	1.67-2.33	50-59.9	Conditional Passer	11	11.0	**2.45**	**Full Passer**
3	2.34-3.00	60 & above	Full Passer	67	67.0		

Table 6 displays the level of students' academic achievement based on the certificate of rating. The data shows that a majority of respondents (67%) are classified as "Full Passers," while 11% are "Conditional Passers" and 22% are "Non-Passers," resulting in an overall average weighted value of 2.45, interpreted as "Full Passer." This indicates that most ALS learners demonstrate satisfactory academic achievement despite the challenges associated with flexible and non-traditional learning environments. The relatively high proportion of full passers suggests that learners can meet the required competencies, possibly due to their motivation, resilience, and the support systems available to them. However, the presence of non-passers and conditional passers also implies that a significant portion of learners still struggle academically, which may be linked to socioeconomic constraints, limited resources, and varying levels of home support. In the Philippine context, studies affirm that ALS learners' academic achievement is influenced by multiple factors such as motivation, resilience, and access to support systems, which enable many to succeed despite adversities (Calo & Salvaña, 2024). Additionally, research highlights that home environment and availability of learning resources significantly affect students' academic performance, particularly among those from low-income backgrounds (Impact of Home Environment on Academic Performance of Students in the Philippines, 2024). Furthermore, studies on ALS learners in the Philippines identify social and economic barriers, such as financial difficulties, limited study environments, and work responsibilities, as key factors contributing to lower academic performance among some learners (Coronel & Miasco, 2025). Therefore, while the overall results reflect a generally positive level of academic achievement among ALS learners, they also underscore the need for continued support to address the challenges faced by those who are not able to fully meet academic standards.

3. Is there a significant relationship between the perceived level of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) learners and academic achievement based on the certificate of rating?

Table 7: Test of Relationship between the Levels of Home-Based Factors Influencing the Learning Continuity of the A&E Junior High School Alternative Learning System (ALS) Learners and Academic Achievement

Variables Correlated	rho-value	p-value	Interpretation
Levels of Home-Based Factors Influencing the Learning Continuity of the A&E Junior High School Alternative Learning System (ALS) Learners and Academic Achievement	0.121	0.231	positive small/low correlation Not Significant

Table 7 depicts the test of the relationship between the levels of home-based factors influencing the learning continuity of the A&E Junior High School Alternative Learning System (ALS) learners and academic achievement. When the dataset is subjected to the Spearman Rank-Order Correlation Coefficient (Spearman rho), the result reveals that there is a positive but very weak (low) correlation between home-based factors and the academic achievement of ALS learners (rho = 0.121), and this relationship is not statistically significant (p = 0.231). Thus, the null hypothesis is not rejected. This finding indicates that although improvements in home-based factors, such as study environment, technological resources, family support, and family attitudes, may be associated with slight increases in academic performance, their overall influence is minimal and not strong enough to establish a meaningful relationship. This suggests that other variables, such as learners' motivation, resilience, instructional support, and personal circumstances, may play a more substantial role in determining academic achievement among ALS learners. In the Philippine context, similar findings have been reported where home environment factors do not always show a strong direct relationship with academic performance, as some variables (e.g., physical home conditions or family structure) were found to have no significant effect on students' achievement (Liquigan et al., 2023). However, other studies emphasize that while the relationship may be weak or indirect, home-related factors still contribute to learning outcomes when combined with motivation and support systems, particularly in ALS settings where learners face diverse challenges (Calo & Salvaña, 2024). Furthermore, research on Filipino learners highlights that academic achievement is influenced by a combination of socioeconomic conditions, access to resources, and individual learner characteristics, rather than a single dominant factor (Coronel & Miasco, 2025). Therefore, the findings imply that although home-based factors have some influence, they are not the sole determinants of academic success, reinforcing the need to consider multiple interacting factors in improving the academic achievement of ALS learners.

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DISCUSSION

The findings revealed that home-based factors were generally moderately influential in sustaining the learning continuity of A&E Junior High School ALS learners. Among the indicators, family attitudes obtained the highest rating, indicating that learners benefited most from their families' positive beliefs about education, encouragement, and appreciation of their academic efforts. In contrast, technological resources received the lowest rating, suggesting that limited access to gadgets, printers, reliable internet connectivity, and other digital learning tools remained a major challenge. Despite these limitations, most respondents were classified as full passers based on their Certificate of Rating, showing that many ALS learners were able to meet the required academic competencies. However, the relationship between home-based factors and academic achievement was positive but weak and statistically insignificant. This implies that favorable home conditions alone may not directly determine learners' academic success, as other factors such as motivation, resilience, self-discipline, work responsibilities, instructional support, attendance, and individual learning abilities may have greater influence on their performance. Therefore, improving academic achievement among ALS learners requires a comprehensive approach that combines stronger family involvement, better access to learning resources and technology, sustained teacher support, and interventions that develop learners' motivation, study habits, and perseverance.

CONCLUSION

The study concludes that home-based factors moderately support the learning continuity of A&E Junior High School ALS learners, with family attitudes emerging as the strongest influence and technological resources as the weakest. Most learners achieved full-passer status based on their Certificate of Rating, indicating that they were generally able to meet the required academic competencies despite limitations in their home learning conditions. However, the positive but weak and statistically insignificant relationship between home-based factors and academic achievement shows that these factors alone do not directly determine learners' performance. Academic success among ALS learners may therefore be shaped by a combination of personal motivation, resilience, self-discipline, instructional support, attendance, work responsibilities, and access to learning resources. Thus, a comprehensive support system involving families, ALS teachers, and the Department of Education is necessary to further strengthen learning continuity and improve academic achievement.

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