

ALS Learning Environment and Learners' Engagement



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ABSTRACT: The study sought to determine the level of the ALS learners' learning environment and their learning engagement. Specifically, it sought to find answer to the level of ALS learning environment in terms of physical location; community culture; and educational setting, the level of engagement in terms of cognitive engagement, affective engagement; and behavioral engagement as well as the significant relationship between the ALS learning environment and engagement and finally determine the learning environment that influences the learners' engagement. This was conducted to the one hundred thirty-nine (139) learners at Sumilao District in the Division of Bukidnon for the School Year 2023-2024. The study utilized an adapted questionnaire that passed validity and reliability tests. Statistical tools like Mean, Standard Deviation, Pearson Product Moment Coefficient Correlation and Multiple Linear regression were used. Results revealed that ALS learning environment is conducive for learners' while learners are highly engaged on their education. Learners' learning environment has weak to moderate positive correlation to their engagement with variables educational setting as the best predictor. Thus, learning environment matters in the learners' learning engagement. The researcher recommends that school administrators and teachers may maintain the high level of learning environment and engagement for the learners and invest on improving the physical conditions found within ALS learning centers.

KEYWORDS: ALS learners, Learning Engagement, Learning Environment

I. INTRODUCTION

Learning environment is crucial in the teaching-learning process because it can significantly impact learners' completion rates. A conducive learning environment can promote effective learning (Idulsa & Luzano, 2024), while a poor learning environment can hinder learning and lead to low completion rates (De los Santos et al., 2023). A positive learning environment can also foster a sense of community and belonging, which can enhance learner engagement and motivation (California Learning Resource Network, 2025).

In the context of informal education programs like the Alternative Learning System (ALS), the importance of the learning environment is often overlooked or given less attention (Calabit, 2022). ALS is the program of the Department of Education in the Philippines which aims to provide educational opportunities to individuals who have not completed formal basic education (Caingcoy et al., 2021). Due to the nature of ALS as a non-traditional and flexible learning program, there may be a tendency to prioritize content delivery and academic support over the creation of an optimal learning environment. However, recognizing the significance of the learning environment in ALS classes is essential for fostering learner engagement, promoting effective learning experiences, and enhancing the overall quality of education provided to ALS learners.

Meanwhile, learners' engagement is even more crucial. Without the learners' engagement, there is a huge gap in the learning process of the learners as it is directly linked to academic success and the ability to complete educational programs (Lopez-Cobar, 2022). When learners are actively engaged, they are more likely to be motivated, attentive, and invested in their learning (California Learning Resource Network, 2025). This leads to a deeper understanding of the subject matter, critical thinking skills development, and overall higher academic achievements (Ollie, 2024). Conversely, a lack of learner engagement creates a significant gap in the learning process (Sutton, 2021), hindering the acquisition of knowledge and skills necessary for educational success.

In the context of Sumilao District in the Division of Bukidnon, both the learning environment and learners' engagement are having problems or challenges among the teachers, the learners, and even the community. Classes are conducted whether in a traditional classroom, livelihood center, or even in the waiting sheds, with the 212 enrolled ALS learners. As observed, only less than 50% of this total population is found usually present in the classes. This situation highlights the need for a study to examine

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the learning environment and learner engagement in ALS classes, as these factors are crucial for effective learning and completion rates

The national context of the learning environment and learners' engagement in ALS classes in the Philippines is not explicitly detailed in the search results, but the general challenges faced by ALS learners and teachers are well-documented (De los Santos et al., 2023). While the existing literature may not explicitly detail the specific dynamics in ALS classes, studies have extensively documented the challenges faced by ALS learners and teachers in the country. These challenges include limited resources, and inadequate facilities, all of which can directly impact the learning environment and learner engagement. As ALS aims to provide educational opportunities to individuals who have not completed formal basic education, classes are often held in non-traditional settings such as community centers, barangay halls, or even temporary structures like waiting sheds. These environments may lack the necessary resources and infrastructure to create an optimal learning environment, potentially affecting learner engagement and overall learning outcomes.

In the international context of the learning environment and learner engagement in non-formal classes is not directly addressed by the existing research endeavors, but the importance of understanding these factors in the context of ALS classes is evident, as it can inform best practices and interventions to improve educational outcomes for ALS learners. This study needed to be conducted because this addressed a significant gap in the current research landscape regarding the learning environment and learner engagement in ALS classes in Sumilao District, Bukidnon. Despite the importance of these factors for effective education, there is limited explicit research on this specific topic within the ALS program, both nationally in the Philippines and internationally. By conducting this study, empirical data and insights were gathered specific to the local context of Sumilao District, which could inform educational policies, interventions, and improvements to enhance the learning experience and outcomes of ALS learners.

In light of this study, the researcher hoped to determine the learning environment of ALS classes in terms of physical location, community culture, and educational setting. This study also needed to determine the level of learners' engagement among ALS learners in terms of their cognitive, affective, and behavioral engagements to make use of this data for possible interventions. This study made significant contributions to the field of ALS education by bridging the research-practiced gap. The empirical data and insights generated through this study informed evidence-based practices and best approaches for optimizing the learning environment and learner engagement in ALS classes

This study was anchored on the Community of Inquiry (CoI) Framework of Randy Garrison et al., as cited in the study of Hollister et al. (2022), and Walter Archer, and Social Cognitive Theory of Albert Bandura as cited in the study of Clay (2019). The Community of Inquiry (CoI) framework, developed by Garrison et al. (2022), emphasized the importance of three dependent elements: social, cognitive, and teaching presence (Okla et al., 2023. Hollister et al., 2022). This framework is relevant to understanding the learning environment in terms of physical location, community culture, and educational setting, and its impact on learner engagement.

Meanwhile, Albert Bandura's Social Cognitive Theory is also relevant to the study, as it proposed that learning occurs in social environments through interactions with the environment. This theory emphasized the role of social influence and external reinforcement in shaping behavior and learning outcomes, which is pertinent to understanding learner engagement in different learning environments (Clay, 2019). In addition, this theory posited that individuals learn through observation, modeling, and reinforcement and that the social environment plays a crucial role in shaping behavior and learning outcomes (The Ohio State University, 2023). In the context of this study, this theory suggested that learners are more likely to be engaged when they feel a sense of autonomy, competence, and relatedness in their learning environment.

The interplay between the independent variables, which refer to the learning environment in terms of physical location, community culture, and educational setting, and the dependent variables, which are the learners' engagement in terms of cognitive, affective, and behavioral engagement. The impact of learning environment and teacher competency on learners' engagement has been studied, emphasizing the significance of these factors in influencing the affective, cognitive, and behavioral aspects of learners' engagement (Modi et al., 2025). Hence, this study hypothesizes that the interplay between these independent variables and learners' engagement is crucial for understanding how the learning environment, including physical location, community culture, and educational setting, can shape learners' cognitive, affective, and behavioral engagement, ultimately impacting their learning outcomes.

The physical location can influence cognitive engagement by providing a conducive environment for learning. Factors such as adequate lighting, comfortable seating, and access to learning resources can impact learners' ability to focus, concentrate, and actively participate in cognitive tasks. It can also impact affective engagement. For example, a welcoming and aesthetically pleasing environment can enhance learners' emotional well-being and create a positive atmosphere for learning. On the other hand, a poorly maintained or unsafe physical location may negatively affect learners' motivation, mood, and overall engagement.

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In addition, the physical location may influence behavioral engagement by providing opportunities for active learning and interaction. For instance, a spacious classroom or outdoor learning space can facilitate group work, hands-on activities, and movement, thereby promoting learners' active participation and involvement in the learning process.

Meanwhile, the community culture could influence cognitive engagement through its values, beliefs, and attitudes towards education. A community that values and supports education is more likely to create an environment that fosters intellectual curiosity, critical thinking, and a desire for knowledge among learners. It may also play a significant role in affective engagement. Supportive and inclusive community cultures that value diversity, respect, and emotional well-being can positively impact learners' affective engagement. In addition, community culture can influence behavioral engagement by shaping learners' attitudes, norms, and expectations regarding learning and participation. A community that values active involvement, collaboration, and community service can encourage learners' behavioral engagement.

Furthermore, the educational setting, such as classroom design, and instructional methods, can impact cognitive engagement. A well-designed educational setting may promote cognitive engagement by stimulating curiosity, critical thinking, and problem-solving skills. It may also influence affective engagement by creating a supportive and inclusive learning environment. Additionally, it may also shape behavioral engagement by providing opportunities for active learning, learner autonomy, and meaningful participation.

Through understanding the complex interplay between these variables, teachers could design learning environments that promote positive social interactions, support learners' development in multiple areas, which is about the and enhance their engagement and learning outcomes.

II. METHODOLOGY

This research utilized a descriptive correlational and causal research design. Correlational research aims to evaluate connections between multiple variables, enabling the testing of anticipated relationships and predictions without inferring causation (Walters, 2020). Causal research aims to investigate causal relationship and therefore always involves one or more independent (Wiley, 2010).

In the context of investigating the substantial relationship between the learning environment and learners' engagement in ALS classes, this study employed a descriptive correlational and causal research design. Through correlational research, the aim was to assess the connections between various variables, facilitating the examination of expected relationships and predictions without implying causation. This approach allowed for a comprehensive analysis of how the learning environment influences learner engagement levels within ALS classes.

Descriptive statistics like Mean and Standard Deviation were utilized to summarize key variables in Problems 1 and 2. Pearson Product Moment Correlation Coefficient or Pearson r was used to determine the relationship between the independent and dependent variables in Problem 3. Furthermore, Multiple Linear Regression was utilized in Problem 4.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of ALS learning environment in terms of:

- 1.1 physical location;
- 1.2 community culture; and
- 1.3 educational setting?

Table 1: Overall Learning Environment

Variable	Mean	SD	Description	Interpretation
Physical Condition	3.18	0.54	Agree	Conductive
Community Culture	3.26	0.55	Strongly Agree	Very Conductive
Educational Setting	3.23	0.55	Agree	Conductive
Overall Mean	3.22	0.55	Agree	Conductive

Note: 3.25 – 4.00 Very Conductive 2.50 – 3.24 Conductive 1.75 – 2.49 Less Advantaged 1.00 – 1.74 Least Advantaged

Table 1 reveals that the overall learning environment of ALS learners garnered an overall Mean of 3.22 with SD = 0.55, described as Agree and interpreted as Conductive. This indicates a generally positive perception about their overall learning environment. This therefore means that the learners perceive their educational environment as supportive and valid for their learning needs. A supportable learning environment is critical for engagement, motivation, and the academic success of ALS

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learners, especially who oftentimes may be from different backgrounds, which makes it quite challenging for them to stay in school. Data suggests that the ALS framework is indeed producing an atmosphere for participation to be encouraged and promotes learning in a manner that is necessary to achieve the objectives of the program-the provision of alternative pathways to education for out-of-school youth and adults.

Additionally, ALS projects help address the challenges associated with access to basic education through flexibility and adaptability, responding to the needs of students differently (UNESCO, 2023). In keeping with such findings, there is evidence that the ALS framework promotes a participation-friendly environment, which has been a gateway toward necessary learning routes for out-of-school youths and adults. The generation of alternative access pathways by ALS not only provides enhanced access to education but also fosters an engagement that is essential for realizing the goals of programs. The grassroots orientation ensures that the experience of education created fits the local context in a manner that makes the programs more relevant and effective. Ultimately, this means that both ALS's orientation towards adaptability and the facilitation of a participative learning environment help to ensure that there is always appropriate educational or training provision to meet diverse learners' needs.

Among the variables present in the same table, the respondents' Community Culture got the highest Mean of 3.26 with SD of 0.55. This is described as Strongly Agree and interpreted as Very Conducive. This brings out the way support by the community plays a very important role in boosting the learning experiences for ALS learners. A strong community culture creates a feeling of belonging and would further support cooperation among learners, ultimately translating into increased motivation and involvement. The relatively high mean score suggests that the respondents appreciate this kind of involvement by communities in supporting learners along their educational journeys-mainly through mentorship, resource sharing, and making space for learning inclusive. Such community involvement is important in helping the ALS students to feel considered and cared for, which would lead to academic success and personal growth.

Moreover, ALS interventions entail highly cost-effective measures compared with similar international education efforts, studies show (Caingcoy, 2021). This heightened cost-effectiveness may be attributed to the high culture surrounding ALS in the community. With a high mean obtained among various educational variables, a robust culture within the community would improve participation and engagement, allowing ALS programs to draw ample resources and support networks. Community culture therefore not only cuts down the cost but also adds value to the learning process of participants by fostering a sense of belonging and mutual respect. In this regard, the interplay between cost-effectiveness and community involvement sets the precedent for culturally responsive education as essential for achieving successful ALS initiative outcomes.

On the other hand, the results showed that among the variables in the overall Learning Environment, the respondents' Physical Condition got the lowest Mean of 3.18 and SD=0.54, described as Agree and interpreted as Conducive. Given this rating, it still connotes positive perception but an area whereby improvements could be made in this regard, especially concerning the physical aspects of the learning environment. The low score raises concerns regarding the suitability and quality of facilities used during ALS sessions, which influence on learners' comfort and full participation in their education. Accessibility to relevant resources, safety, and overall learning space maintenance all serve as significant determinants for what helps shape learners' experience. Addressing these physical conditions is essential for ensuring that all aspects of the learning environment are conducive to effective education.

Furthermore, the mobile learning centers and flexible schedules are fundamental to the success of ALS in being able to reach underprivileged populations efficiently (Caingcoy, 2021). However, the fact that the physical condition of classrooms obtained the lowest mean among various learning environment variables suggests that these logistical advantages may not be fully realized if the learning spaces themselves are inadequate. While mobile learning centers assure access, they also need to ensure a supportive physical environment conducive to good learning. The expectation of flexibility in scheduling needs to be accompanied by improvement in conditions for physical learning for better educational experiences. Thus, there is a need for both mobility and an upgrade in the quality of the physical learning environment to further improve students' engagement and success under the ALS initiative.

Problem 2. What is the ALS learners' level of engagement in terms of:

- 2.1 cognitive engagement;
- 2.2 affective engagement; and
- 2.3 behavioral engagement?

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Table 2: Overall Learners' Engagement

Variable	Mean	SD	Description	Interpretation
Cognitive Engagement	3.19	0.53	Often	High
Affective Engagement	3.24	0.54	Often	High
Behavioral Engagement	3.23	0.54	Often	High
Overall Mean	3.22	0.54	Often	High

Note: 3.25 – 4.00 Very High 2.50 – 3.24 High 1.75 – 2.49 Low 1.00 – 1.74 Very Low

Table 2 presents the ALS learners' overall level of Learners' Engagement in terms of Cognitive, Affective, and Behavioral Engagements. It showed an overall Mean of 3.22 with SD = 0.54, described as Often and interpreted as High. This means that across various aspects of their education, ALS learners are considerably engaged, which reflects an effective and supportive learning climate. High levels of engagement are essential for successful learning, as they are strongly associated with better academic results and increased motivation among students. The findings imply that ALS learners are in the presence of the activities and also mentally and emotionally engaged in their studies. This three-dimensional engagement is well required to enhance critical thinking, emotional resilience, and sustainable participation in the learning process. The outcomes reveal how the ALS program introduces an active learning environment, which would be in extreme need by the learner in case of discontinued experiences in traditional education.

The fact that ALS learners are significantly engaged in all domains of education proves the success of the learning climate in these programs. This degree of engagement suggests that learners feel supported and motivated - primary aspects for fostering their academic success. An effective and supportive learning environment does not only result in a stronger commitment on the part of the students but also impacts their general satisfaction with their educational experience. Thus, the positive engagement of ALS learners is an excellent indicator of the ability of the program to promote achievement and retention of its participants.

Among the variables, *Affective Engagement* garnered the highest Mean of 3.24 with SD of 0.54. This is described as Often and interpreted as High. This result gives an indication that ALS learners often experience positive emotions regarding their activities for learning, which include pride, enjoyment, and bonding with instructors and peers. Affective engagement remains a significant factor in elevating learners' motivation to learn actively. Learners are likely to invest more meaningfully in the learning material and persevere over obstacles when they bond emotionally with studies and have supportive reinforcement from instructors. The high affective engagement implies that the ALS-based educators are doing everything right to create a motivating environment where the learners feel appreciated and supported. Such emotional investment not only enhances individual learning experiences but also helps foster a collaborative classroom environment where students are freely encouraged to share ideas and help each other out.

Such factors as attitude, personality, motivation, effort, and self-confidence would have a great impact on learners' engagement; the social interaction between the learners, the teachers, and the access to resources are equally important (Martin & Bolliger, 2018). The finding that affective engagement scored the highest mean of ALS learners proves that all emotional aspects bear crucial significance in their learning process. When learners have positive attitudes and self-confidence, engagement is raised and the learning activities better connected to their academic environment. Supportive social interaction with teachers or peers can also build motivation and a sense of belonging, which boosts engagement. The high levels of affective engagement among ALS learners indicate a benevolent learning environment that promotes emotional well-being and activeness in pursuing education.

On the other hand, the results revealed that among the variables, *Cognitive Engagement* got the lowest mean of 3.19 with SD=0.53, described as Often and interpreted as High. This low score indicates that though ALS learners are cognitively engaged, there is always a scope for improvement in those areas where they can develop more critical thinking and problem-solving skills. Cognitive engagement encompasses the mental processes involved in the interaction with learning content and strategies related to understanding and remembering information. Data indicate that learners are highly engaged in their learning, but may not always utilize effective cognitive strategies such as self-regulation or deep processing techniques. This gap can be addressed by offering learners more targeted support and resources to enable them to develop more robust cognitive engagement strategies, for example, by asking questions or seeking clarification in the classroom.

These pedagogical strategies can, for example, enhance the promotion of learners' engagement by providing many opportunities for learning, including the locally preferred modes of expression and indigenous knowledge during the teaching of courses (Department of Education, 2021). Still, the fact that the lowest Mean is obtained by the Cognitive Engagement. Results indicates that such strategies may not be fully achieved in real practical settings. This may indicate that although educators intend

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to promote greater engagement with culturally relevant materials, the practice may miss the mark or be inconsistent. If there is no meaningful and contextual way to engage learners actively, the intents of such strategies are then less likely to translate in cognitive engagement. Thus, it is necessary for the teachers not only to adopt the strategies but also to continue to assess their effectiveness on learners in engagement.

Problem 3. Is there a significant relationship between the ALS learning environment and learners' engagement?

Table 3: Test of Correlation Between ALS Learning Environment and Learners' Engagement

Variable	r-value	p-value	Level of Correlation	Decision	Interpretation
Physical Condition	0.401	0.001	Weak Positive Correlation	Reject Ho	Significant
Community Culture	0.418	0.001	Weak Positive Correlation	Reject Ho	Significant
Educational Setting	0.523	0.000	Moderate Positive Correlation	Reject Ho	Significant

Note: 1.00 Perfect Positive Correlation
0.50 – 0.69 Moderate Positive Correlation
0.00 – 0.09 No Positive Correlation
Significant when computed p-value < 0.05.

Table 3 shows the correlation between the ALS learners' Learning Environment and Engagement. It is expected that the three (3) sub-variables under ALS learning environment is significantly correlated with engagement. For physical condition, it registered a computed r-value of 0.401 and computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This data imply that significant weak positive correlation is registered between learners' learning environment and their engagement when physical condition is taken into account. This further means that as the scores for learners' learning environment increases it may have the possibility that their engagement will also increase. Thus, the null hypothesis is rejected.

The overall finding shows that learning environment aspects as to physical condition significantly associated with ALS learners' engagement levels. That would mean that the physical, social, and educational contexts within which ALS learners operate are significant to their involvement in and commitment to learning. An effective learning context can promote students' motivation, participation, and overall academic performance (Sattar et al., 2022). Significant such correlations indicate that any improvement could enhance student engagement. For example, improving community culture might increase the feeling of belonging among learners, while improving physical conditions may make learning more comfortable and effective. Altogether, these findings prove that a comprehensive, holistic design of an ALS program takes into account a variety of environmental factors to maximize learner engagement.

For community culture, it registered a computed r-value of 0.418 and computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This data imply that significant weak positive correlation was registered between learners' learning environment and learners' engagement when physical condition is taken into account. This further means that as the scores for learners' community culture increases it may have the possibility that score for learners' engagement will also increase. Thus, the null hypothesis is rejected.

Community culture is important in the successful implementation of ALS programs. The support that the community provides with the learners would allow them feel that they are not alone in their battles and that they can achieved their dreams and aspirations despite the challenges that they are facing. The values and norms in the community must promote positive and helping towards the future and education of the learners despite their economic status in life.

Community culture consists of the collective values, beliefs, practices, and behaviors that define a particular geographic area or social group. Within the framework of the Alternative Learning System (ALS), community culture plays a crucial role in shaping the learning environment and influencing learner outcomes. This influence is reflected in various elements, including language and communication styles, learning preferences, and the integration of local customs and traditions into the curriculum (UNESCO, 2023).

For educational setting, it registered a computed r-value of 0.523 and computed p-value of 0.000. The computed p-value is less than the p-critical value at 0.05 level of significance. This data imply that significant moderate positive correlation was registered between learners' learning environment and engagement when educational setting is taken into account. This further means that as the scores for learners' learning environment in terms of educational setting increase, it may have the possibility that score for their engagement would also increase. Thus, the null hypothesis is rejected.

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This indicates a substantial influence of educational setting on how students feel inclined to their studies. A strong educational environment encompasses several aspects, including excellent teaching, smooth class dynamics, and accessibility to learning resources-all of which together form a fundamental basis for creating an interesting learning process. The moderate positive correlation indicates that the better quality the educational environment is, the higher the level of engagement in the learning process. This would indicate that improvement in instructional methods, the creation of interactive learning environments, and proper resources could enhance learners' affective and cognitive engagement in learning (Sun et al., 2018). Moreover, this relationship underlines the importance of ongoing professional development for instructors in ALS programs so they use effective teaching methods that reach different types of learners.

Problem 4. Which of the learning environments influences the learners' engagement?

Table 4: Regression Analysis on ALS Learning Environment and Learners' Engagement

Variables	UC		SC		Sig. (P-value)	Decision
	B	SE	B	t-value		
Constant	0.2474	0.2161	0.2419	3.4868	0.001	
Physical Condition	0.1447	0.0788	0.1212	1.6751	0.096	Accept Ho
Community Culture	0.1372	0.0748	0.2135	1.5712	0.089	Accept Ho
Educational Setting	0.4657	0.3795	0.3973	6.3564	0.001	Reject Ho
Model	R	R ²		f-value	Sig. (P-value)	Decision
	0.549	0.453		9.227	0.001	Reject Ho

Note: UC = Unstandardized Coefficients SC = Standardized Coefficients
Dependent Variable = Student Engagement
Significant when computed *p*-value <0.05.

Table 4 shows a regression analysis involving Physical Condition, Community Culture, and Educational Setting as potential predictors to ALS learners' Engagement. However, among the three variables, only the Educational Setting is found to be significant with the *p*-value of 0.001. This implies that the learning environment specifically on educational setting has a strong influence at 45.30% with engagement levels and the remaining 54.70% is influenced by other variables not part of this study, therefore, that quality and characteristics of the learning environment influence how engaged learners feel in their studies. The importance of this variable suggests improvement in the educational setting leads to increased engagement among ALS learners. This could involve optimizing classroom layouts, enhancing instructional materials, and fostering interactive teaching methods that resonate with students' learning preferences. Furthermore, the strong statistical significance highlights the need for educators and administrators to prioritize the educational setting as a focal point for developing strategies aimed at increasing student engagement.

Based on the analysis, the highest *t*-value was gathered by the Educational Setting with a *t*-value of 6.356, which also sustains its crucial role in predicting student engagement. A high *t*-value means that there is a strong effect size where changes in an educational setting are likely to have a tremendous influence on learners' levels of engagement. This, in turn, suggests that when teachers design an interactive and enabling learning environment, characterized by best pedagogical practices, resources, and conducive classroom climate conditions, learners are more engaged in the learning process. Overall, the findings suggest that teacher-learner interaction activities, classroom management strategies, and the availability of learning resources contribute highly towards developing a relevant engaging atmosphere for students. It also implies that teachers should create a learning environment where learners feel free to participate and voice their opinions. The outcomes highlight the importance of ongoing professional development for teachers to provide them with effective pedagogical methodologies that can help them improve learners' engagement based on the educational environment.

Meanwhile, neither Physical Condition nor Community Culture correlated significantly with learners' engagement in this analysis. The significance of this is that while these two factors are predictors of the overall learning experience for learners, they still need to be improved. Lower correlation values may indicate that having just good physical conditions or a positive community culture is not sufficient by itself to ensure high engagement levels. Instead, it is a matter of combining these conditions with a well-structured educational framework that focuses on active learning and learners' participation. For example, though classroom comfort is important in physical terms, their effectiveness needs to be complemented by engaging instructional strategies if learners are to be more deeply involved in learning. Likewise, community culture supports learners but may require more specific initiatives to translate this into meaningful engagement in the classroom context.

IV. CONCLUSIONS

Using the research's findings, the researcher reached the following conclusions:

1. Community culture have fostered better support, guidance and assistance that ALS learners are motivated.
2. There are sufficient learning materials with effective teaching-learning strategies that promote collaboration among ALS learners.
3. Learners' learning environment matter for ALS learners' engagement.
4. Classroom layouts, instructional materials, and interactive teaching methods resonate learners' learning preferences.

V. RECOMMENDATIONS

Given the study's findings and conclusions, the researcher suggests the following:

1. School administrators and teachers may maintain the high level of learning environment for the learners. Moreover, the schools may invest in improving the physical conditions of ALS learning centers so they would adapt well to learning; this includes enough seating, proper lighting, and access to whatever they may need.
2. ALS teachers may continue inspiring the learners to sustain their high level of engagement and to continue seeking for professional development to improve creative ways of teaching that will engage the learners in interactive methods and collaborative approaches to learning.
3. ALS' stakeholders (internal and external) may continue strengthening community culture by building initiatives to facilitate a support network around learners, as well as those initiatives that will augment improvements in the learning environment, as well as on learners' performance and outcomes.
4. ALS' stakeholders (internal and external) may create and conduct activities and initiatives highlighting focus and importance on the ALS educational setting.

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