

Learning Behavior and Teacher Support on the Engagement of ALS Learners: A Correlation Analysis

¹Jocelyn P. Quimba, ²Roel P. Villocino

Assumption College of Nabunturan, Nabunturan, Davao de Oro, Philippines

ABSTRACT : The study aimed to determine the levels of learning behavior, teacher support and engagement of ALS learners, the relationship between learning behavior and engagement of ALS learners, and the relationship between teacher support and engagement of ALS learners of Maragusan Districts, Davao De Oro, Philippines. Using quantitative non-experimental, descriptive-correlational research design, the results showed a low level of learning behavior in terms of competence motivation, attention/persistence, attitude toward learning and strategy/flexibility. A low level of teacher support in terms of instrumental support, emotional support, informational support, appraisal support. A low level of engagement of ALS learners in terms of cognitive engagement, affective engagement and behavioral engagement. Moreover, the results revealed there was very strong, positive, and statistically significant correlation between learning behavior and engagement of ALS learners. Furthermore, the results showed that there was a strong, positive, and statistically significant correlation between teacher support and engagement of ALS learners. Results of the study could be an important baseline for planning and crafting policies and activities that would help promote positive learning behaviors and effective teacher support to forge the participation levels of ALS learners and guidance to teachers and community literacy centers initiate programs for ALS learners that encourage more productive community learning centers and increase learning outcomes.

KEYWORDS: educational administration, engagement of ALS learners, learning behavior, teacher support, descriptive-correlational research

I. INTRODUCTION

The Problem and Its Background : The engagement of the learner is one of the significant aspects that affect the academic performance of the learners, their participation in the classes and also the whole learning process. Engagement of the learner promotes motivation, attentiveness, and active participation in classroom activities. Hence, the engagement of the learner should be promoted. The nurture that the level of engagement among learners is directly proportional to the level of their perceived support from their mentors and the learning behaviors possessed by themselves. De Leon (2025) found that teachers' support with family and peers were crucial to the education persistence and engagement of an Alternative Learning System (ALS) learner, especially in academic and financial challenges. Lowered student engagement in instruction is a problem that pervades classrooms across the educational system. In the United States of America (USA), national data on student disengagement reveal a pervasive trend that currently makes this phenomenon one of the biggest challenges teachers worldwide faces. Moreover, Students commonly experience negative emotions such as boredom and inattentiveness. Study found similar challenge of disengagement was also encountered in educational system of Zimbabwe (Moreng & Chimbunde, 2024). In the Philippine context, Philippine Institute for Development Studies (PIDS) citing a World Bank analysis pointing out the poor learner's engagement among ALS learners that resulted to a very low passing rate of 20% in ALS Accreditation and Equivalency (A&E) exams. Moreover, it highlighted technological, socio-economic and industrial challenges negatively influenced learner participation and engagement (Santos, 2025). In the local setting, as teacher implementer of Alternative Learning System, the researcher observed that despite the effort made to increase the number of earners who will pass in the ALS Accreditation and Equivalency (A&E) exams, still the prospect outcome falls shortly from its target. This alarming situation sent the Department of Education Central, Regional, Division and District Offices an awakening message to keenly look at the associating factors that may be causing the worsening situation. The district coordinating principal of Maragusan East and West District emphasized that the personnel assigned to the program should observe or even conduct a report analysis in this prevailing scenario. The degree of teachers supports given to the learners, the learning behaviors and engagement of the ALS learners need to be evaluated to properly address the problems that might fail the alternative learning system objectives. It will enlighten the issue and promote awareness among authorities and stakeholders to properly address the dilemma.

Review of Related Literature and Studies : In any research endeavor, a literature review is an indispensable component. This allows researchers to gather current and pertinent scholarly materials that validate their research claim and underscore the importance of the research problem. A literature review of high quality should encompass a broad range of significant and relevant facts, ideas, opinions, and topics from multiple authors to establish a strong foundation for the study. It must also contain precise facts, expert opinions, and other pertinent issues to provide clear context for the evaluation. The literature review process can help researchers clarify the study's context, formulate research questions, and enhance data processing and interpretation. In the context of a research study focused on learning behavior, teacher support and learner engagement.

Learning Behavior. The behaviors, mindsets, and methods people use to learn new information are referred to as learning behavior. Since people frequently juggle numerous obligations and commitments in modern life, time management is a constant issue. The ability to actively listen is crucial in both social and academic settings (Hegde et al., 2025). The increasing prevalence of online learning has made it possible to save a significant amount of student learning behavior data, which presents both potential and difficulties for the field of educational data mining. Based on information about students' learning behaviors, it is possible to forecast how well students will learn, identify at-risk students who require prompt assistance to finish their coursework, and enhance the quality of instruction (Liu, Wang, Chang & Gu, 2022). Further, motivation as an aspect of learning behavior significantly correlated to enhanced learner engagement (Idulsa & Luzano, 2024). According to Cruz and Cruz (2022), learning behaviors are observable actions, habits, and manifestations of attitudes that support learning. Examples of these behaviors include enduring challenging tasks, displaying interest in academic subjects, displaying care and concern for classwork, and politely accepting feedback. A crucial first step in implementing an effective remedy is evaluating these learning habits. To address learning issues, it's critical to understand which learning behaviors to focus on and the extent of the impairment (Davidson, 2020). Higher achievement, retention, and comprehension all improve with positive learning habits. The findings of the research showed a somewhat favorable correlation between students' learning habits and their performance at the upper secondary level. It was suggested that to improve students' learning behavior and academic achievement at the higher secondary level, educators should put into practice programs and practices that encourage active learning, self-regulation, and collaborative abilities (Kausar, 2025).

Chou et al. (2021) discovered that learners' engagement is significantly impacted by attitude and learning motivation. The study by Zhu and Doo (2022), which highlights the significance of self-management and learning techniques in fostering active learning habits, leads to the same conclusion. According to Chiu et al. (2021), students feel motivated when they believe that studying is important and beneficial for their own development. Similar to how Abdelshheed et al. (2023) identified motivation as a crucial component in developing learners' competency and preparedness for future learning, Kim (2022) found that highly driven people typically participate in learning processes in spite of obstacles, according to Lakhali et al. (2021). One study highlighted the importance of a thorough investigation into different characteristics of ALS students and how they affect the development of language skills in such a specific educational setting. Taking a descriptive-correlational design, the experiment analyzed data of 158 ALS JHS students to investigate how autonomy behavior was related to English competence. There was a weak positive relationship between learner autonomy and proficiency, suggesting that autonomy might be influential in the achievement of language learning results (Parcon & Talimodao, 2024). Subsequently, another study that investigates how motivational factors, study habits, and academic readiness affect ALS students' ability to adjust to the rigors of higher education. Four (4) open-ended questions were used in an in-depth interview that was conducted both in-person and online to fully collect the participants' perspectives and narratives regarding their academic preparedness for transitioning to higher education. The results are intended to help educators and curriculum designers improve the support network for ALS students, especially regarding putting in place focused interventions that lessen both internal and external obstacles to a successful transfer to higher education (Perater & Paglinawan, 2025).

The first indicator of learning behavior is competence motivation. Competence and motivation do not inevitably help or decrease employee performance; even working environment not only might be excessive but also might have less attention. To create corporate value and achieve exceptional employee performance, this study sought to investigate how working competence, motivation, and surroundings are evolving (Sapta et al., 2022). A Learner with strong competence motivation had a desire for new lessons or skills. Persist in the plateau of learning even when it gets difficult. If involved, show interest in learning experiences. Try to do even better after receiving feedback. Learn to teach- See also Learning to Teach Do your own learning, don't wait for us to tell you (Maddens et al., 2023). Also, using effortless English courses to improve learners' speaking skills, a study that examined the influence of communicative competence on second language learning challenged

Conventional grammar-focused approaches. studies imply that a communicative strategy not only bolsters learners' confidence and interaction but also produces a more engaging and effective learning environment (Sevarakhon, 2024). Across the lifespan, learners must tackle the hurdles of learning new abilities. These abilities can be anything from survival skills (learning languages, walking in infancy, and learning new software for a job in maturity) to leisure and hobby skills. As the learner moves through novice to expert levels, there are cognitive and metacognitive, motivational, and resource factors for acquiring new abilities (Sheffler et al., 2022). The second indicator of learning behavior is attention / persistence. Humans aim for a large diversity of personal objectives with varied levels of abstraction and time limits. Most of our objectives require actions to be repeated over a long period of time. When a person must wait for an appropriate time, when an interruption takes place, when they encounter obstacles, or when circumstances make the goal unachievable, goal pursuit action automatically stops. In other words, human goal aiming is a continuous interplay between persistence and disengagement, involving the commitment to goals, the investment and withdrawal of resources, the stepping up and lowering of efforts, and the letting up of a goal (Brandstätter & Bernecker, 2022).

It begins with models that take on the perspective of the institution that asks what it must do to retain its students, then turns to models that take on the perspective of students who ask how they can persist. Taking that perspective leads to a discussion of the significance of student involvement and motivation in persistence and completion, as well as how student self-efficacy, sense of belonging, and perceptions of the relevance of their studies influence their decision to persist. This leads to a more thorough examination of engagement and the role of its constituent parts in affecting student persistence and completion. This chapter concludes with a discussion of how network analysis can shed light on the impact of micro-engagements with different members of a network on student persistence and completion (Tinto, 2022). According to study of Fortes (2022) Academic integration accounted for more than 19% of the variance in the student outcome of persistence, while social determinants such as student lifestyles and emotional intelligence accounted for more than 26% of the variance in academic integration. Together, parent education, social support, academic integration, lifestyle and emotional intelligence, and perseverance accounted for 11% of professional values. Qualitative analyses also supported the SDE Framework with themes that included life balance, academic relationships and communication, and career.

Furthermore, A paper used the creative framing of "sisu" to expand persistence understandings. Although it lacks a proper English equivalent, the recently postulated Finnish idea of sisu describes an inner strength that is triggered in times of difficulty. Successful development through a degree is widely considered as moving forward in a straight method, with few gaps or disjuncture enroute (Matthews, 2026). Sisu, however, offered a framework to question the idea that persevering to completion is linear and one-dimensional and to help us get past the hyper-individualism that permeates higher education systems, as this ran counter to the experiences of our participants. Sisu is seen as a rich personal resource which is rooted in the collective community, where efforts to keep moving forward and remain strong in hardship are both individual and communal. Our findings provide light on the subjective and intricate nature of perseverance, particularly for equity-bearing students who had to overcome subtle and systemic obstacles that might have hampered their academic pursuits (Delahunty & O'Shea, 2025). The private economic benefits of persistence in higher education include better salary and benefits, higher employment rates, bigger savings, nicer working conditions, and increased personal and professional mobility. Democratizing higher education is a first step to spreading these benefits to a spectrum of folks. Universities must, however, also assist a growing number of diverse students in succeeding and completing their education. Findings reveal that individuals who would not pursue higher education at all scored much worse on evaluations reflective of learning, notably essential learning outcomes and various aspects of academic engagement, suggesting that the learning experience is key to higher education persistence (Andrade, 2022).

The third indicator of learning behavior is attitude toward learning. Learning attitudes are crucial to the general growth and academic achievement of students. Students are inspired and actively involved in their studies by positive learning attitudes like curiosity, excitement, and a want to learn (Getie, 2020). Students actively participate in class discussions, pose questions, and look for extra resources when they are genuinely interested in the learning process. As students actively participate in the learning process, this high level of motivation and engagement results in a greater grasp and retention of knowledge (Ramzan et al., 2023). According to Bahian and Brobo (2023), students have a very positive attitude in learning ALS. They have a very positive attitude toward learning ALS and a very positive opinion of the way the ALS teachers and Community ALS Implementer conduct their lessons. Learners' attitudes on ALS learning are strongly correlated with cooperative, deductive, inductive, and integrative techniques. Thus, the learner's mindset was most influenced by cooperative and integrative approaches.

The fourth indicator of learning behavior is strategy / flexibility. Research has indicated that cognitive flexibility can improve academic achievement. Nevertheless, this connection has not been verified in a variety of national populations, necessitating a cross-cultural reexamination that takes potential contextual modifiers like societal culture into account (Zheng et al., 2024). It spans the borders between disciplines, combining the cognitive, emotional, social, and technological dimensions of learning into one coherent (Rachmad, 2022). He underlines that successful adaptation is an intentional, purposeful process requiring flexibility, self-awareness, and social support. It combines behavioral, emotional, and cognitive aspects to guarantee that adaptive reactions are efficient, long-lasting, and in line with environmental requirements. According to his hypothesis, a thorough comprehension of environmental changes and their effects is the first step towards adaptation. As a behavioral ability, flexibility plays a vital part in human learning processes. The examination of flexibility in particular fields hasn't been thoroughly investigated yet. In response, through trigonometry of mathematics, this study studied the strategic flexibility of high school level students, analyzing the influence of extrinsic factors such as gender and class on flexibility, and exploring the relationship between cognitive and strategic flexibility (Yang et al., 2025). In the same vein, A study that sought to investigate how cognitive flexibility might mediate the impact of intrinsic drive on junior high school students' creativity. A sample of junior high school pupils in Shaanxi Province, western China, were examined using a creativity scale, an intrinsic motivation inventory, and a cognitive flexibility questionnaire. The current study's findings indicate that cognitive flexibility mediates the effect of intrinsic motivation on junior high school students' creativity. These findings support the findings of earlier studies and provide educators with ideas for fostering creativity in middle school pupils (Wang & Chang, 2022).

Teacher Support. Perceived teacher support had the biggest impact on accomplishment among upper-secondary students, while also having a bigger influence on student course grades than standardized test scores. On the other hand, autonomy and academic assistance had less impact on student accomplishment than perceived emotional support. In terms of mediating analysis, both general student engagement and its sub-types partially mediate the association between perceived teacher support and student accomplishment (Tao, 2022). Teachers play a significant role in offering several sorts of assistance, such as academic support, instrumental help, and emotional support to pupils. Academic support encompasses not just specific knowledge provided by professors but also the feedback they deliver in accordance with students' performance (Murray et al., 2023). Supportive relationships between educators and students are crucial for motivating students to study and enhancing their adjustment, according to Wentzel (2022). According to Collie (2021), students' participation in class and sense of belonging are enhanced by teachers' emotional support. According to this source, Rohinsa et al. (2019) discovered that students are more motivated and engaged when they receive emotional support from their teachers. According to Hattie & Zierer (2021), feedback significantly affects students' performance. According to Darling-Hammond et al. (2022), instructional support and guided demonstrations also help students become more proficient at completing tasks. Learning environments that provide chances for cooperation and communication are inspiring and captivating for students, claim Ryan & Deci (2021). In a similar vein, the OECD (2023) noted that adequate direction and instructor assistance result in student involvement and persistence.

The study found that intrinsic motivation and competence to study with the chatbot depended on both teacher assistance and student expertise and the teacher support better met the demand for relatedness, while it less satisfied the need for autonomy. The findings increased our understanding about the application of self-determination theory and expand the pedagogical and design issues of AI application and instructional techniques (Chiu et al., 2024). To assess the mediation function of self-determined motivation and academic self-efficacy and discover if the involvement of teachers and parents varies over time, the study set out to examine the contribution of teacher assistance and parental monitoring to academic achievement over a three-year period. Through the mediation of motivation and self-efficacy, the results also showed that parental supervision and teacher support had an indirect impact on academic performance over time. The parents had the greatest influence on motivation, while the teachers had the greatest influence on self-efficacy. These findings highlight the significance of putting in place measures meant to improve teacher support and parental supervision in order to raise pupils' academic achievement (Affuso et al., 2023). Both correlations were somewhat mediated by school satisfaction, according to a multi-mediating path approach. The associations between school pleasure and academic initiative, as well as between teacher support and academic initiative, were somewhat mediated by perceived academic capability (Song, 2024). Teachers' influence on learning outcomes is well-supported, according to Ansong et al. (2024), but more solid data is required about the many indirect routes through which teacher support affects performance in low- versus high-stakes exams. The findings indicate that for every unit increase in teacher help, a typical student's performance on high-stakes exams rises by almost 13%. Low-stakes

Daily performance and student homework behavior also exhibit a chain mediation effect. Meanwhile, Research on student involvement has received great interest from educators and practitioners because of its direct impact on academic progress and achievement. Engaged students tend to do better academically and display less bad study practices, ultimately increasing academic achievements. Three primary trends were found among the many ideas of teacher support: direct influence, mediation through fundamental psychological requirements, and social cognitive perspectives. This analysis underlines the critical function of teacher assistance in improving student engagement in higher education and suggests additional exploration in this under-researched topic (Prananto et al., 2025). The teachers who are in control of the learning environment are strongly associated with increased student engagement (Salcedo & Paglinawan, 2025). The first domain of teacher support is instrumental support. Instrumental support is the term used to describe the practical assistance and instrumental resources that teachers offer to help pupils improve their academic abilities (Murray et al., 2023). Federici and Skaalvik (2014) investigated the relationship between and whether students' perceptions of their math instructor's instrumental and emotional help are distinct aspects of teacher support. The findings showed that instrumental support is a distinct entity with a substantial correlation. All motivational categories were correlated, either directly or indirectly, with both instrumental and emotional support. For instrumental support, the strongest relationships were discovered. Lower anxiety levels were also predicted by instrumental support. This study suggests that educators should strive to offer instrumental help.

In middle school, at a time of substantial cognitive, emotional, and social development, teacher support is crucial to sustaining kids' interest in learning. The investigation demonstrates that instrumental support provides critical resources that lower learning barriers. Exam-oriented and hierarchical norms magnify the impact of structured advice, while cultural factors, particularly in the Chinese educational system, regulate how students perceive and respond to these supports. Moreover, the incorporation of digital instruments reshapes support delivery, highlighting the necessity or relational depth in hybrid classrooms. According to the study's findings, sustaining students' attention and engagement requires thorough, context-sensitive instructor support. It provides useful advice for teachers looking to adopt developmentally and culturally sensitive teaching methods that meet the changing needs of contemporary classrooms (Zhang, 2025). To thoroughly examine the complementary effects of learning engagement and teacher assistance on academic achievement, 364 foreign language learners were chosen for the study utilizing the path model and fsQCA techniques. The results show that instrumental support has a positive effect on academic achievement through the mediating role of each learning engagement sub-dimension (Dong, 2025).

The second domain of teacher support is emotional support. Using an educational psychology framework, a study examined the effect of teachers' emotional support on students' academic performance. Drawing on actual data from a sample of middle school children, the research analyzes how varied amounts of emotional support from teachers affect student performance. The data demonstrates that teacher emotional support considerably boosts students' academic outcomes by fostering a supportive learning environment, enhancing motivation, and reducing stress. This study emphasizes the significance of emotional elements in education and offers instructors useful suggestions for raising student achievement through emotional support (Chen & Huang, 2024). A study made by Guo et al. (2025) that sought to investigate the mechanisms underlying the connection between college students' learning engagement and teachers' emotional support. The results show that learning engagement, academic resilience, and academic self-efficacy are all favorably predicted by teacher emotional support. Moreover, it is commonly known that regular, excellent teacher-student interactions support children's best developmental results.

The findings showed that within-day consistency of emotional support predicted several prekindergarten academic outcomes and kindergarten social competence when mean levels of emotional support were controlled. It further reveals that instructors' consistency of emotional support is a prominent feature of children's educational environment. Results indicate that while assessing teachers' emotionally supportive interactions, consistency should be considered (Curby et al. 2013). According to other research, online learning engagement is significantly predicted by perceived teachers' emotional support. Additionally, academic burnout acts as a mediator: lower levels of burnout and greater participation in online learning activities are linked to higher levels of perceived emotional support from professors. These findings highlight how important perceived emotional support from teachers is in reducing academic fatigue and boosting students' motivation and engagement in virtual learning settings (Sun et al., 2025). The third domain of teacher support is informational support. represents teacher-provided, constructive feedback and guidance, explanations, organized information about the task and learning cues that help students understand what to do in an academic task. It is distinguished from emotional support and instrumental support; it is critical to the development of self-regulated

learning, problem solving, and decision-making capability (Ulmanen et al., 2023). Hence, informational support was directly and indirectly associated with goal setting and planning through self-efficacy (Bai et al., 2025). While it wasn't the focus of wider teacher support, a 2025 study on Chinese college students found that career decision-making self-efficacy was particularly successful when informational support is provided alongside emotional encouragement in effect giving students guidance on making decisions about a career and informed decision making. This demonstrates that informational support not only relates to content but is also supportive of students in terms of cognitive and strategic development (Zhou and Wang, 2025). The fourth domain of teacher support is appraisal support. It commonly describes feedback, evaluation, and acknowledgment that teachers receive to help them reflect on their practice. It is consistent with social support theory, which suggests that appraisal can assist "individuals in appraising themselves, their performances, or their goals (Wu et al., 2024). A study investigated how teacher appraisers viewed the goals, procedures, and standards of teacher appraisal. Additionally, participants appeared to concur with the importance of classroom observation as an impartial assessment technique. Still, they were divided over the use of student evaluation, student achievement, and other indirect observation methods, especially for decision-making purposes. Regarding the evaluation criteria, the findings showed that although teacher-appraisers considered every facet of the teaching process when making their assessment, they continued to concentrate primarily on the abilities demonstrated during the actual teaching delivery (Abdulrazzaq, 2022).

Engagement of ALS Learners. Engaging and inspiring pupils in the classroom are strongly tied to psychological factors. However, engagement entails observable activities, making it difficult to detect and assess students' motivation, whereas motivation comprises psychological and difficult-to-observe variables (Han and Wang, 2021). This study presents the Applied Model of Learner Engagement, which includes tasks, individual, and contextual factors that influence a student's likelihood of engaging with the information. Drawing on this approach, we present instructional interventions educators can use to better engage students in the modern classroom, along with best-practice suggestions for using online and mobile learning resources to do so (Carroll et al., 2021). Learner engagement is crucial for increasing participation, claim Bond et al. (2021). However, learner engagement encourages learner participation, according to Fredricks et al. (2023). According to Quin (2022), kids participate and have a favorable attitude about learning when they feel like they belong. In a similar vein, Reschly and Christenson (2022) noted that emotional engagement enhances student motivation, self-assurance, and classroom social interaction. According to Greene (2021), cognitive engagement allows students to critically examine and keep an eye on their own thinking while doing academic tasks. Similarly, Korur et al. (2025) noted that successful learning is made possible by cognitive involvement. According to Skinner et al. (2022), a learner's academic achievement and future involvement are greatly influenced by their level of engagement, which is determined by their participation in the learning process and their attention to tasks. Additionally, Wang and Eccles (2021) discovered that students who actively participate in class activities had a higher chance of achieving a respectable educational outcome.

In a variety of educational settings, student engagement is critical in increasing student learning outcomes (Li & Xue, 2023). Learners' engagement in class remains an important factor in their success (Gute & Wainman, 2019). According to the text, engagement refers to a student's active participation in a learning activity. Rogerson and Nepal (2020) consider kids' readiness or level of interest and involvement in typical academic, social, and community activities at their school. According to Derakhshan (2021), learner engagement is a critical causal factor in students' overall success in higher education. It is commonly accepted that students who actively engage in their academic studies and demonstrate an interest in learning are more likely to achieve higher levels of knowledge (Wang et al., 2022). Encouraging and impeding factors are the two categories of factors that influence student involvement, according to Li and Xue (2023). Promoting factors include the teacher-student relationship and partnership, students' positive emotions, positive learning behavior, positive teacher behavior, students' learning and thinking skills, the support of learning resources, students' individual and personality traits, and teaching factors. The obstacles are a lack of environmental support, negative student and teacher behavior, and both. Growing student engagement requires innovative teaching methods, particularly in social science classes where active participation and critical thinking are crucial (Okolie et al., 2022). A study focused on Grade 11 Humanities and Social Sciences students in Public Secondary High Schools, assessing how Art Performance, Creative Assignments, and Fieldwork affect engagement across skills, emotional, participation, and performance domains. Finding demonstrate positive relationships occurred between Fieldwork and participation/performance, highlighting its usefulness in boosting student involvement and Academic outcomes. However, the effects of creative assignments and art performances on engagement factors were less pronounced or negligible. These insights underline the requirement of interactive, student-centered approaches to improve engagement (Padingding & Gallego, 2025). The first indicator of engagement is

cognitive dimension. Task-specific cognitive engagement metrics are crucial, according to Vermeulen and Volman (2024), because effective learning is boosted by activities that enable a deep link between the new information and existing knowledge. Two other crucial elements of student engagement are affective participation and cognitive engagement, which is the state in which students are motivated to learn and can use complex cognitive processes related to self-control, problem-solving, and critical thinking. The application of knowledge and abilities associated with knowledge consumption and regulation may be a metric that measures cognitive engagement (Li & Lajoie, 2022). Further studies revealed that pupils who apply cognitive effort to their academic work appear to perform better and persevere (Lavrijsen et al., 2023). In higher education with limited resources, cognitive engagement is an important but little-studied factor in academic achievement. Hansen et al. (2025) examines how student personality qualities and teacher support impact cognitive engagement among Ghanaian higher education students, drawing on theories of social cognition and self-determination. The findings show that certain personality qualities and teacher support are powerful indicators of students' cognitive involvement. Cognitive engagement was greatly increased by conscientiousness and reception to new experiences.

Furthermore, it is widely understood that learners' cognitive engagement is a more dependable predictor of their overall academic accomplishment and involvement (Lee et al., 2022). Barkley and Major (2020) state that a learner's degree of commitment to the learning process mainly addresses the cognitive aspects of engagement, which in turn promotes deeper knowledge and the growth of the learner's critical thinking abilities. They evaluate the opinions spoken in the classroom and feel that they are an important member of their learning team. The second indicator of engagement is affective dimensions. This includes emotional responses, attitudes, and affective states that demonstrate how students engage with the course topics. The degree of engagement is influenced and greatly impacted by various essential qualities, including peer support, instructor support and involvement, emotional connection to learning in school, and attitudes about the importance of education (Pino & Romano, 2022). A study that examined the dynamics and efficacy of peer feedback in both online and offline learning settings with an emphasis on the affective involvement of English as a Foreign Language (EFL) students and its effects on learning outcomes. The results showed that students valued peer input in both contexts, with higher levels of engagement among online learners. However, this engagement did not translate into increased writing skills, underlining the need for future research into other elements that could boost EFL writing competency (Peungcharoenkun & Waluyo, 2024).

The emotional component considerably increases the complexity of the cognitive and behavioral components of engagement when analyzing a student's emotional connection with academic activities as well as their sense of community and belonging in a learning environment. Considering this, Kovács et al. (2022) study found that emotional resilience and parental involvement were strong markers of students' engagement. These criteria are significant because they reflect how robust a student is in weathering the emotional impact from their performance. The affective aspect of student involvement, which includes their emotional responses to learning, is essential to altering students' experiences and outcomes. According to Ma et al. (2025), experiences that are engaging, enjoyable, and provide a feeling of community produce positive feelings that may enhance students' ability to stay motivated and persistent when finishing schoolwork. Furthermore, learning environments that offer kids emotional support from peers and teachers have been shown to increase student engagement, which in turn boosts academic achievement (Duchesneau, 2020).

The third indicator of engagement is behavioral dimension. According to Beisly (2020), behavioral engagement includes student behavior that is on-task, active participation, and attendance which are important indicators of academic success. Additionally, according to Zheng (2023), students who are more behaviorally engaged are more likely to stick with their studies through challenges and finish their assigned work, which enhances their overall academic achievement. Han and Gutierrez (2021) make a distinction between two crucial types of involvement in this domain: active engagement, which involves asking questions and participating in discussions, and passive participation, which conforms to classroom norms, including behavior. Thus, this implies a high caliber of both sorts of involvement through exchanges between students and their teachers as well as between students and their peers. The behavioral factor impacts the participation and involvement of students in educational activities mainly owing to the form of student interaction. Jin et al. (2022) propose that because students' active engagement behaviors affect those of their peers, systematic behavioral engagement produces a pleasant learning environment. Thus, taken as a whole, these two-research illustrate how crucial behavioral variables are to boosting student performance and engagement. Students are excited by the activities they engage in in class. The themes they are studying in most of their classes excite the pupils. The students believe that connecting with their classmates helps their knowledge and in most of their classrooms, they

routinely contribute to class discussions (Lin et al., 2022). In a multi-agent, LLM-powered learning environment, Hao et al. (2025) investigated a variety of learner profiles. Further examination of the human-AI conversations revealed that certain students actively engaged in knowledge building, while others displayed a high frequency of regulatory behaviors. Notably, the learning improvements made by both student groups were similar, indicating how well the multi-agent learning environment supports individualized learning. These results underline the varied and multifaceted nature of involvement in human-AI collaborative learning and provide practical implications for the design of adaptive educational systems.

Related Studies : A study result by Lyu (2024) showing learners demonstrated that the level of learners' self-regulated learning favorably influenced their perceptions of teaching, cognitive, and social presence and consistently directly impacted all dimensions of students' learning engagement. Learners' perceived community of inquiry demonstrated varying mediation effects with respect to the various engagement dimensions. Affective engagement was impacted by learners' perceptions of cognitive and social presence, while social engagement was influenced by learners' views of social presence. Learners' views of the teaching presence had an impact on their cognitive and behavioral engagement. The results underscore the importance of self-regulated learning in the community of inquiry framework for boosting learner engagement, advocating integrating self-regulated learning training into instructional design in the online learning environment. In addition, the effects of various dimensions of the community of inquiry framework on learning engagement inform pedagogical implications to enhance online learning engagement, such as building an online learning community to strengthen affective and social engagement while strengthening teaching presence to improve cognitive and behavioral engagement. Further, motivation as an aspect of learning behavior significantly correlated to enhanced learner engagement (Idulsa & Luzano, 2024).

Furthermore, the importance of teacher assistance in raising student participation in higher education is highlighted by Prananto et al. (2025). It provides insightful information for upcoming research projects targeted at improving teacher support and student engagement in this setting by highlighting important theoretical frameworks and research approaches. Another, findings showed that learning engagement was favorably and directly correlated with teacher assistance. The findings also showed that learner engagement was positively and indirectly correlated with teacher support through psychological resilience and academic self-efficacy. Positive academic mood also plays a moderate function in the relationship between psychological resilience and academic self-efficacy (Shao et al., 2025). Fredricks et al. (2023) assert that student participation and self-regulation of learning activities are directly associated with learner engagement. Additionally, according to Greene (2021), successful learner conduct, such as self-management and persistence, has a beneficial impact on learner engagement and participation. Positive learning characteristics including perseverance, focus, and class engagement are displayed by engaged learners, according to Skinner et al. (2022). Like this, Bond et al. (2021) claim that if a student develops constructive learning behaviors and interactions in the classroom, learner engagement would rise. In a similar vein, Wang and Eccles (2021) note that improved classroom involvement is correlated with good learning behaviors. Meanwhile, Quin (2017) stressed that teacher assistance is crucial for inspiring and involving students. Skinner et al. (2022) assert that teacher support plays a crucial role in inspiring students, increasing their attention span, and cultivating a love of learning. Wentzel (2012) asserts that students who have favorable interactions with their teachers are more likely to behave appropriately in the classroom. Additionally, Ryan & Deci (2021) contended that creating a supportive learning atmosphere boosts students' intrinsic motivation and promotes their involvement in the educational process. Zee & Koomen (2021) discovered that instructional assistance greatly increases students' involvement in related study.

Theoretical Framework : This study anchored on Self-Determination Theory (SDT) (Deci & Ryan, 2012), which proposed that learner engagement as a function of motivation from the basic psychological needs' content relatedness, competence, and autonomy. In the Alternative Learning System (ALS) context, positive learning actions such as determination, consistency, and active engagement mean that, as teachers assist through directions, feedback, and inspirational cheers, learners' perceived competence and autonomy build learners' sense of belonging. ALS learners are more likely to exhibit higher levels of behavioral, emotional, and cognitive engagement. Moreover, the study also guides the Student Engagement Theory proposed by Fredricks, Blumenfeld, and Paris. Engagement is conceptually viewed as a multidimensional composite of bio-psycho-social constructs that includes behavioral, emotional, and cognitive/action dimensions; each dimension is further modulated by learner individual differences and situational contexts. The LS in ALS also respect the social and cognitive components of participation parties. At the same time, the teacher serves as a helping hand, a key environmental factor that strengthens persistent engagement and emotional relevance to learning tasks. Together, Self-Determination Theory and Student Engagement Theory provide a clear framework for monitoring the relationships among learning habits, teacher engagement, and ALS learners'

participation. This study hypothesized that there is a relationship between the learning behavior and perceived teacher support with the level of engagement of ALS learners. When learners perceived the teacher's support and have positive learning behavior, they could produce a highly interactive learning environment. This would mean that there will be active engagement of the learners during the teaching-learning process. High perceived the teacher support and have positive learning behavior have a great bearing on their capabilities for the design of learning experience, which goes a long way to promote cognitive and engagement ALS learners. Figure 1 presents the connections three variables learning behavior, perceived teacher support and engagement of ALS learners. The learning behavior which has four indicators namely: competence motivation, attention / persistence, attitude toward learning, and strategy / flexibility. Meanwhile, the perceived teacher support which has four indicators namely: Instrumental support, Emotional support, informational support, and appraisal support. Also, the engagement of ALS learners that contains three indicators, cognitive dimension, affective dimension and behavioral dimension. The theory of self-determination, states that learners will be better motivated if they feel that their requirements for autonomy, competency, and relatedness fulfilled. In this case, learning behavior is based on self-motivation and active learner involvement, while the support from the teacher helps to establish a stimulating environment. Hence, SDT helps to understand the impact of learning behavior and teacher support on ALS learner engagement.

INDEPENDENT VARIABLES

DEPENDENT VARIABLE

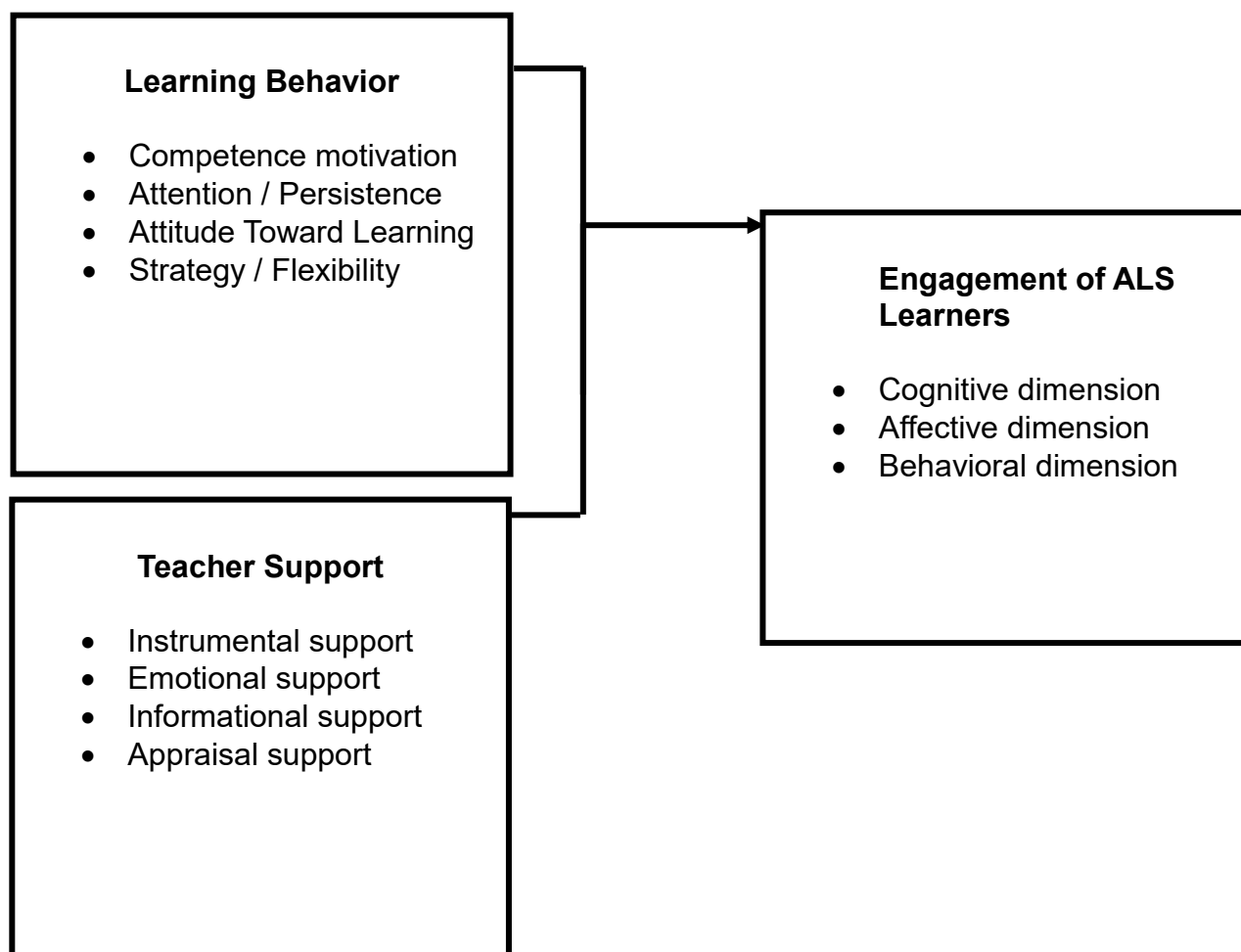


Figure 1 Conceptual Framework

Statement of the Problem : The main purpose of this study was to determine the relationship of learning behavior and learner engagement; and the association between teacher support with learner engagement as perceived by elementary school teachers of Maragusan West District. Specifically, it aimed to seek answers to the following questions:

1. What is the level of the learning behavior of ALS learner in terms of:
 - 1.1 competence motivation,
 - 1.2 attention / persistence,
 - 1.3 attitude toward learning, and
 - 1.4 strategy / flexibility?

2. What is the level of teacher support in terms of:
 - 2.1 instrumental support,
 - 2.2 emotional support,
 - 2.3 informational support, and
 - 2.4 appraisal support?

3. What is the level of engagement of ALS Learners in terms of:
 - 3.1 cognitive engagement,
 - 3.2 affective engagement, and
 - 3.3 behavioral engagement?

4. Is there a significant relationship between learning behavior and the engagement of ALS learners?

5. Is there a significant relationship between teacher support and engagement of ALS learners?

Null Hypothesis

The hypothesis below was tested at 0.05 level of significance.

HO₁ There is no significant relationship between learning behavior and the engagement of ALS learners.

HO₂ There is no significant relationship between perceived teacher support and engagement of ALS learners.

Scope and Delimitations of the Study : This study aimed to determine the relationship of learning behavior in terms of competence motivation, attention / persistence, attitude toward learning, and strategy / flexibility; and teacher support in terms of instrumental support, emotional support, informational support, and appraisal support with the engagement among ALS learners in Maragusan East and West Districts in terms of cognitive engagement, affective engagement, and behavioral engagement. The study was conducted in the Maragusan, Division of Davao de Oro, for the school year 2026-2027 among ALS learners. An adapted survey questionnaire will be used to collect essential data from the 184 ALS learner respondents.

Significance of Study

The results of the study would be beneficial to the following individuals:

ALS Learners. The results of the study would help the learners become more engaged in the learning process. While acknowledging that engagement is crucial in the learning process.

ALS Teachers. The results of the study will enhance the teachers' understanding of the connection of learning behavior, teacher support and engagement of ALS learners that will be essential in the implementation of ALS programs.

Parents. The study's findings will improve parents' comprehension of the relationship between learning behaviour, teacher support, and ALS students' involvement, which will be crucial for their support of ALS program implementation.

School Administrator. The results of this study would provide insight for the school administrators on the levels and how learning behavior, perceived teacher support and engagement of ALS learners their relationship in the classroom settings.

Department of Education. The results of this study would serve as eye opener for the Department of Education officials to look deeper of the learners' nature in terms of their learning behavior and their engagement in connection the support they see from teachers. Plan programs and activities necessary for the better outcomes.

Other Researchers. The results of the study will add to the body of knowledge and serve as a basis for further studies that consider additional variables beyond those identified in this study. The results will further lay the basis for new studies, advancing research on learning behavior, perceived teacher support, and engagement of ALS learners, enabling researchers to fine-tune their interventions to meet needs.

Definition of Terms : For the clarity and better understanding of this study, the following terms were operationally and conceptually defined:

Affective Dimension. The term refers to learners' emotions, interests, and feelings toward learning activities and school.

Appraisal Support. The term refers to teachers' evaluative feedback that helps learners assess their progress, recognize strengths, and identify areas for improvement.

Attention / Persistence. The term refers to the learner's ability to focus on tasks and continue working despite difficulties or challenges.

Attitude Toward Learning. The term refers to a learner's beliefs, feelings, and dispositions about school, learning tasks, and academic effort.

Behavioral Dimension. The term refers to the dimension of engagement involves learners' observable participation, effort, persistence, and involvement in learning tasks.

Cognitive Dimension. The term refers to the engagement that involves learners' mental effort, use of strategies, and depth of understanding during learning.

Competence Motivation. The term refers to the learner's drive to master tasks, improve skills, and demonstrate capability in learning activities.

Emotional Support. The term refers to teachers' expressions of care, empathy, encouragement, and respect that foster learners' sense of belonging and confidence.

Engagement of ALS Learners. The term refers to the degree to which Alternative Learning System learners actively, emotionally, and cognitively participate in learning activities.

Informational Support. The term refers how involved in giving learners explanations, feedback, guidance, and advice to help them understand content and improve performance.

Instrumental Support. The term involves in providing learners with tangible assistance, resources, and structured help to accomplish learning tasks.

Learning Behavior. The term refers to the observable actions, strategies, and attitudes learners exhibit while engaging in learning tasks.

Strategy / Flexibility. The term refers to the learner's ability to use, adjust, and shift learning strategies to meet task demands and solve problems effectively.

Teacher Support. The term refers to the assistance, care, and guidance provided by teachers to promote students' academic and emotional development.

II. METHODS

This chapter deals on the research design, the research locale, research respondents, research instrument, validation of instrument, data gathering procedure, and the statistical tools used in analyzing the data gathered in the study.

Research Design : In this study, the researcher used a quantitative descriptive-correlational research design. By using this design, the researcher will not control or manipulate the variables, either because they have already occurred or because it is not possible to control them.

The researcher needed to consider alternative explanations, gather legitimate answers to the research questions, determine the relationships between variables that best support the corresponding theories, jointly analyze several variables, and present conclusions. This includes published studies that were incorporated into the discussion to facilitate understanding and support (Creswell & Creswell, 2017). Quantitative research is an important area of research for educators because there are so many important but non-manipulable independent variables needing further study in the field of education (Johnson, 2011). The research design was chosen to measure the level of Learning Behavior, Teacher Support and Engagement of ALS Learners and the relationship between Learning Behaviour and Engagement of ALS Learners, Teacher Support and the Engagement of ALS Learners of Maragusan East and West District.

Research Locale : This study was conducted in the Maragusan East and West District in the Municipality of Maragusan, province of Davao de Oro. Maragusan shares borders with New Bataan to the north, Pantukan to the south, Davao Oriental to the east, and Maco and Mabini, Davao de Oro, to the west. In total, there were 24 barangays. According to the 2015 census, there are 60,842 people living there. Its original name was San Mariano. The Mansaka tribe makes up the majority, despite the fact that there are many distinct ethnic groups residing there. Because of its temperature, it is referred to as "Little Baguio." The region has gorgeous green landscapes and a rocky, hilly topography.

The municipality is home to a great variety of flora due to its frigid atmosphere, and agriculture is the main source of income for the residents. It is a major supplier of fruits and vegetables, notably bananas, both within and outside the province of Compostela. The region is well-known across the Davao de Oro Province and the neighboring area for its incredibly rare flower species with the largest petals, in addition to producing the sweetest bananas ever. Before the majority arrived, the Mansaka were the first people to settle in the area. These people today make up the largest ethnic group, with the Mandaya tribe following in second. There are 24 Community Learning Centers located in each barangay around the Maragusan, to wit: Bagong Silang, Bahi, Cambagang, Coronobe, Katipunan, Lahi, Langgawisan, Mabugnao, Magcagong, Mahayahay, Mapawa, Maragusan (Poblacion), Mauswagon, New Albay, New Katipunan, New Manay, New Panay, Paloc, Pamintaran, Parasanon, Talian, Tandik, Tigbao and Tupaz. Some classes were done in the established learning center intended for the purpose, while others were done in the barangay halls and barangay facilities. The classes were handled by 7 regular teachers and 8 volunteers.

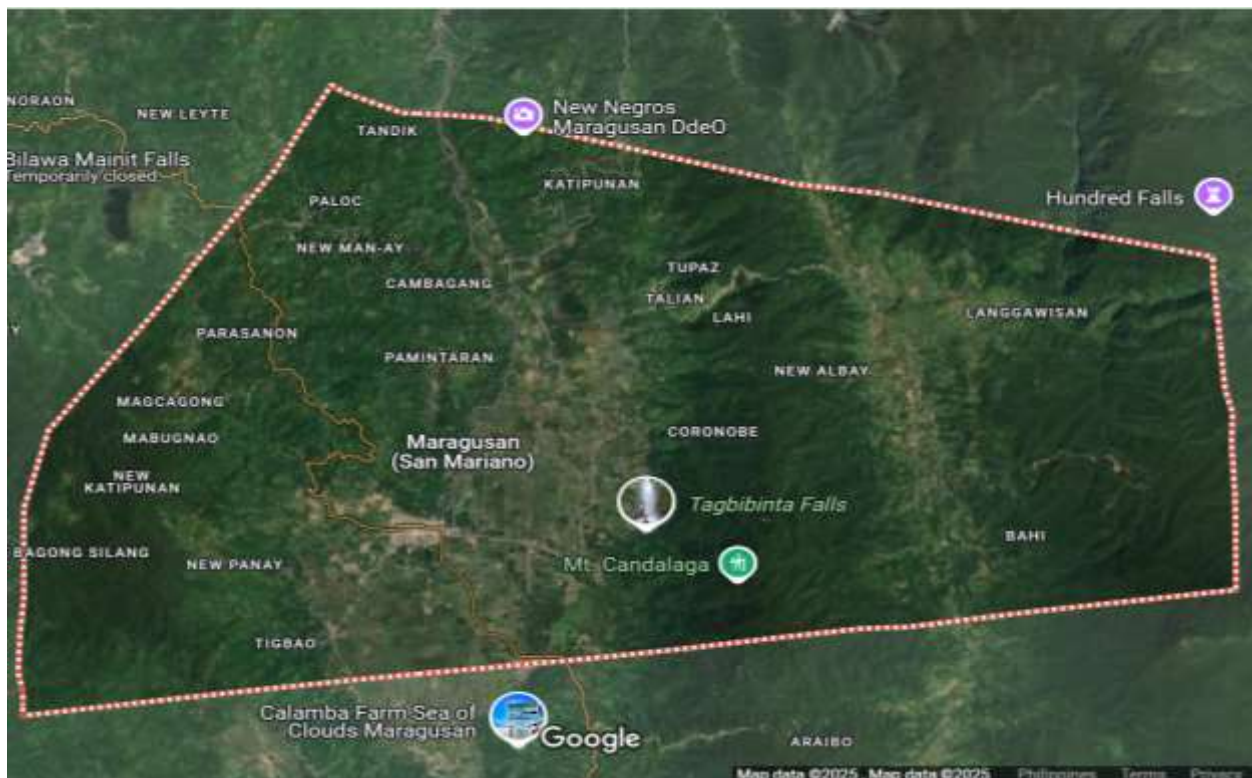


Figure 2 Location Map of the Study

Respondents of the Study : The respondents of this study were enrolled alternative learning system learners in Maragusan East and West District, comprising 24 community learning centers regardless of their levels; universal sampling methods was employed since the entire population will be covered, to wit:

Table I
Distribution of Respondents

Community Learning Center	Population
1. Bagong Silang	3
2. Bahi	1
3. Cambagang	4
4. Coronobe	4
5. Katipunan	11
6. Lahi	3
7. Langgawisan	6
8. Mabugnao	4
9. Magcagong	5
10. Mahayahay	3
11. Mapawa	25
12. Maragusan (Poblacion)	32
13. Mauswagon	7
14. New Albay	6
15. New Katipunan	10
16. New Manay	9
17. New Panay	7
18. Paloc	7
19. Pamintaran	8
20. Parasanon	3
21. Talian	9
22. Tandik	9
23. Tigbao	4
24. Tupaz	4
Total	184

The data presents the distribution of Alternative Learning System (ALS) teachers across 24 barangays, showing a mix of Regular ALS Teachers and ALS Teacher Volunteers. A large portion of the barangays are served by Regular ALS Teachers, indicating a strong formal teaching presence in the area. Notably, Maragusan (Poblacion) has the highest number with 32 teachers, followed by Mapawa with 25, which uniquely combines both regular and volunteer teachers. Other barangays with relatively high numbers include Katipunan (11), New Katipunan (10), and several areas such as New Manay, Talian, and Tandik with 9 teachers each, reflecting areas with greater demand for ALS services. On the other hand, some barangays rely more on ALS Teacher Volunteers, either solely or in combination with regular teachers. These include Bahi, Coronobe, Lahi, Langgawisan, New Albay, Tigbao, and Tupaz, suggesting community-supported or supplementary teaching efforts. Barangays like Bagong Silang, Mahayahay, and Parasanon have relatively smaller numbers of teachers, each with only 3, indicating lower learner populations or limited resource allocation. Overall, the data highlights an uneven but structured distribution of ALS educators, with a heavier concentration in central or more populated barangays and a supportive role played by volunteers in other areas

Research Instrument : This study used an adapted questionnaire in gathering the needed data that underwent modification to fit in the research purposes and respondents. The first was the learning behavior was taken from work of McDermott et al. (1999) which was broken down into four domains namely: competence motivation, attention/persistence, attitude toward learning and strategy/flexibility. The survey questionnaire consists of 20 items distributed among four indicators. Using the Likert Scale, 4 is the highest and 1 is the lowest.

To measure the level of learning behavior, the following parameter limits were used:

Range of Means	Descriptive Equivalent	Interpretation
3.50 – 4.00	Very High	This means that learning behavior is always manifested.
2.50 – 3.49	High	This means that learning behavior is mostly manifested.
1.50 – 2.49	Low	This means that learning behavior is seldom manifested.
1.00 – 1.49	Very Low	This means that learning behavior is rarely or never manifested.

The questionnaire for teacher support is inspired from the work of Wu et al. (2024) that contains four indicators, instrumental support, emotional support, informational support, appraisal support. These indicators have five statements each.

To measure the teacher support, the following parameter limits were used:

Range of Means	Descriptive Equivalent	Interpretation
3.50 – 4.00	Very High	This means that the teacher support is always observed.
2.50 – 3.49	High	This means that the teacher support is mostly observed.
1.50 – 2.49	Low	This means that the teacher support is seldom observed.
1.00 – 1.49	Very Low	This means that the teacher support is rarely or never observed.

On the other hand, the questionnaire for engagement adapted from the work of Nazamud-din et al. (2020) that contains three indicators, cognitive engagement, affective engagement and behavioral engagement. These indicators have six statements each.

To measure the engagement of ALS learners, the following parameter limits was used:

Range of Means	Descriptive Equivalent	Interpretation
3.50 – 4.00	Very High	This means that the learners' engagement is always observed.
2.50 – 3.49	High	This means that the learners' engagement is mostly observed.
1.50 – 2.49	Low	This means that the learners' engagement is seldom observed.
1.00 – 1.49	Very Low	This means that the learners' engagement is rarely or never observed.

Validation of the Instrument : The instruments that were used in this study came from published sources that underwent validation. Further, the modified questionnaire underwent pilot testing to 40 ALS students, who were not the respondents of the study but having the same attributes to determine the Cronbach Alpha or the reliability of the questionnaires which learning behavior garnered .951; teacher support got .962 and learners engagement exhibited .959. In addition, the questionnaire will also undertake content validation by a panel of experts and external validator of the same field.

Data Collection Procedure : The researcher followed the proper protocol of the study before the collection of data will be started.

Permission to Conduct the Study. Before asking for an endorsement letter from the dean's office, the researcher submitted his corrected manuscript for ethics review. Once approved by the Ethics Review Committee, an endorsement letter from the Dean of the Graduate School will be requested, together with the letter of intent to conduct the study, which was prepared and submitted to the Schools Division Superintendent (SDS) for acknowledgment and approval. Upon issuance of the SDS permission, the researcher presented this letter to the ten school principals of the participating schools to obtain their go-signal to conduct the study. The nature of the study was explained to the respondents, specifically the ALS learners in selected barangays, since they will be the study's respondents.

Administration and Retrieval of Questionnaire. It was conveyed to the respondents the goal of the study and the anonymity of their responses were taken into consideration. To ensure that the respondents would become more accountable in responding each item, the researcher will solely administrate, retrieve and encode all their responses in his personal computer. Another ethical feature and element that was evaluated in this research is recruitment. This further means that the researcher required to notify the respondents of the objective and intent of the survey. In addition, to determine respondents, the researcher will write a letter to the division office of the Department of Education with its district office in Maragusan East and West to enable the researcher to decide the learner participants to engage in the survey. All ALS learners were entitled to participate in the survey.

Analysis and Interpretation. The researcher employed suitable statistical tools to assist in the analysis and interpretation of the data. To ensure a systematic presentation, the researcher followed the statement of the problem as a guide. Tables were presented to display the results of the study. All data collected was computed, analyzed and interpreted.

Statistical Treatment of Data : The responses to the items was analyzed and interpreted using the following appropriate statistical tools:

Mean. This was used to determine the level of learning behavior, teacher support and the engagement of the ALS learners.

Spearman Rank Correlation. This was used to determine the relationship between the learning behavior with engagement of the ALS learners, and teacher support with engagement of the ALS learners.

Ethical Considerations : Ethical consideration presents the principles and concepts that was maintained throughout the study. With this, the researcher ensured that the ethical standards will be strictly followed throughout the study addressing the areas that follow (Drolet, 2023),

Social Value. This research aims to determine the relationship of learning behavior and engagement of ALS learners; and teacher support with engagement of ALS learners in Maragusan East and West District. This also study aims to answer the levels of learning behavior, teacher support and engagement of ALS learners to possibly improve the alternative learning system program of the department of education which will be beneficial to the nation.

Informed Consent. The researcher provided Informed Consent Forms (ICF) to the identified respondents. The researcher revealed pertinent details, including their name and affiliation. It was highlighted that respondents' participation is entirely optional and that they are free to stop at any time if it makes them uncomfortable. The goal of the study was described, along with the processes carried out for the study.

Assent Form. The researcher provided the Assent Form to the identified minor respondents. The researcher revealed pertinent details, including their name and affiliation. It highlighted that participation was entirely optional and that they were considered participants in the study upon the approval of the legal guardian. The study's goal and the processes carried out was described.

Vulnerability of the Research Participants. The researcher explained the complete process and underlined that the participants had the flexibility to elect not to continue answering the survey if they experience any discomfort and it would not harm them in any aspect.

Risks, Benefits, and Safety. The advantages of taking part in the study was explained by the researcher. The survey was done on the most convenient time and place for the participants and any expenditures paid by them for the study was reimbursed by the researcher.

Privacy and Confidentiality of Information. The researcher will make sure that the respondents' personal information, identity, and data acquired will be kept confidential and secured to ensure that the Data Privacy Act of 2012 was observed. The data collected and the files will be moved to a Google drive, which only the researcher may access. The data will be erased following the conduct of the study.

Justice. The research participants will be chosen based on the inclusion criteria: must be the learners from ALS within Maragusan East and West District. They will be of any gender and positions. In any case that research respondents that incurred expenses during the conduct of the survey, the researcher will reimburse them.

Transparency. To address this aspect, the researcher disclosed the affiliations and the objective of the study. The research respondents were given a chance to document their answers to verify the reliability and validity of the data that will be gathered.

III. RESULTS

This chapter deals with the presentation, analysis and interpretation of the data collected. The results of the study were presented in accordance with the research questions outlined in chapter one.

Level of Learning Behavior : This section presents the result for the first statement of the problems the examines the level of learning behavior among ALS learners in terms of Competence Motivation, Attention / Persistence, Attitude Toward Learning and Strategy / Flexibility.

Competence Motivation. Table 2 presents the result of learning behavior in terms of competence motivation.

Table 2
Competence Motivation

Indicator	Mean	Description
1. Show interest in learning new lessons or skills.	2.08	Low
2. Endure completing learning tasks even when they are difficult.	2.05	Low
3. Demonstrate enthusiasm when participating in learning activities.	2.31	Low
4. Try to improve performance after receiving feedback.	2.18	Low
5. Take initiative in learning without being told.	2.17	Low
Overall	2.16	Low

It has an overall mean of 2.16 or low. Among items, the highest mean obtained in the statement “Demonstrate enthusiasm when participating in learning activities” which is 2.31 Interpreted as low. The lowest mean of 2.05 obtained in the statement “Endure completing learning tasks even when they are difficult” that similarly described as low.

Attention / Persistence. Table 3 exhibits the result of learning behavior in terms of attention / persistence.

Table 3
Attention / Persistence

Indicator	Mean	Description
1. Pay attention during learning sessions.	2.01	Low
2. Remain focused on tasks until they are finished.	1.98	Low
3. Follow instructions without frequent reminders.	1.90	Low
4. Avoid distractions while working on learning activities.	2.09	Low
5. Complete assigned tasks within the given time.	1.93	Low
Overall	1.98	Low

It exhibited an overall mean of 1.98 or low. This divulges from the highest mean obtained in the statement “Avoid distractions while working on learning activities” which is 2.09, described as low. The lowest mean of 1.90 is the statement “Follow instructions without frequent reminders” described as low.

Attitude Toward Learning. Table 4 states the result of learning behavior in terms of attitude toward learning.

Table 4
Attitude Toward Learning

Indicator	Mean	Description
1. Approach learning activities with a positive attitude.	1.99	Low
2. Accept mistakes as part of the learning process.	2.20	Low
3. Respond well to corrections or suggestions.	2.25	Low
4. Show confidence when trying new learning tasks.	2.09	Low
5. Demonstrate willingness to participate in class activities.	2.10	Low
Overall	2.13	Low

The result displayed an overall mean of 2.13 described as low. Among five indicators, it revealed the highest mean was the statement “Respond well to corrections or suggestions” which garnered 2.25 described as low. The lowest mean is obtained in the statement “Approach learning activities with a positive attitude” that gets 1.99 described as low.

Strategy / Flexibility. Table 5 depicts the result of learning behavior in terms of strategy / flexibility.

Table 5
Strategy / Flexibility

Indicator	Mean	Description
1. Try different ways to solve a learning problem.	2.09	Low
2. Ask for help when a task is difficult.	2.15	Low
3. Adjust learning strategies when one approach does not work.	2.09	Low
4. Apply previously learned skills to new situations.	2.04	Low
5. Use feedback to improve future performance.	2.08	Low
Overall	2.09	Low

The result displayed an overall mean of 2.9 or low. Among five pointers, it revealed the means obtained in all statements “Ask for help when a task is difficult. “which has a mean 2.15 or low. Meanwhile, the statement “Apply previously learned skills to new situations” got the lowest score of 2.04 described as low.

Level of Teacher Support : This section displays the result for the second statement of the problems the examines the level of teacher support as perceived among ALS learners in terms of instrumental support, emotional support, informational support and appraisal support.

Instrumental Support. Table 6 presents the result of teacher support as perceived among ALS learners in terms of instrumental support.

Table 6
Instrumental Support

Indicator	Mean	Description
1. Take time to help me when I need help for my study,	2.18	Low
2. Give me opportunities to show myself.	2.20	Low
3. Organize activities for me to collaborate with others in learning.	2.24	Low
4. Try their best to ensure the things I need for study.	2.22	Low
5. Will take time to help me when I meet problems other than study.	2.11	Low
Overall	2.19	Low

The result displays an overall mean of 2.19 or low. Between five pointers, it reveals the highest mean obtained in both statements “Organize activities for me to collaborate with others in learning.” which earns a mean 2.24 described as low. The lowest mean is obtained in the statement “will take time to help me when I meet problems other than study.” that gets 2.11 described as high.

Emotional Support. Table 7 presents the result of teacher support as perceived among ALS learners in terms of emotional support.

Table 7
Emotional Support

Indicator	Mean	Description
1. Trust me.	2.15	Low
2. Respect me.	2.26	Low
3. Encourage me to study hard.	2.27	Low
4. Are happy to listen when I want to talk about a question/problem.	2.27	Low
5. Treat me fairly.	2.23	Low
Overall	2.24	Low

It has an overall mean of 2.24 or low. Among items, the highest mean obtained in both statement “Encourage me to study hard” and “Are happy to listen when I want to talk about a question/problem.” which is 2.27 Interpreted as low. The lowest mean of 2.15 in the statement “Trust me” that described as high.

Informational Support. Table 8 presents the result of teacher support as perceived among ALS learners in terms of informational support.

Table 8
Informational Support

Indicator	Mean	Description
1. Provide information to assist me in solving problems myself	2.14	Low
2. Teach me how to handle things through demonstration	2.34	Low
3. Give me study advice	1.80	Low
4. Give me advice on topics other than study when I meet problems in my campus life	1.97	Low
5. Provide information to assist me in identifying my strengths and weaknesses	2.07	Low
Overall	2.06	Low

It has an overall mean of 2.06 or very high. Among items, the highest mean obtained in the statement “Teach me how to handle things through demonstration” which is 2.32 Interpreted as low. The lowest mean of 3.52 in the statement “Give me study advice” that described as low.

Appraisal support. Table 9 exhibits the result of teacher support as perceived among ALS learners in terms of appraisal support.

Table 9
Appraisal support

Indicator	Mean	Description
1. Will inform me when I make mistakes	2.05	Low
2. Give me feedback about my learning tasks	2.27	Low
3. Tell me how I perform in class	2.16	Low
4. Give me feedback about my behavior other than study	2.23	Low
5. Give me feedback on my areas of improvement	2.28	Low
Overall	2.20	Low

It has an overall mean of 2.20 or very high. Among items, the highest mean obtained in the statement “Give me feedback on my areas of improvement” which is 2.28 Interpreted as low. The lowest mean of 2.20 in the statement “Will inform me when I make mistakes” that described as low.

Level of Learners Engagement : This section displays the result for the third statement of the problems the appraises the level of learners’ engagement among ALS learners in terms of cognitive dimension, affective dimension and behavioral dimension.

Cognitive Dimension. Table 10 presents the result of learners’ engagement among ALS learners in terms of cognitive dimension.

Table 10

Indicator	Mean	Description
1. Pay attention in my class	2.14	Low
2. Form a new understanding from various pieces of information	2.04	Low
3. Find ways of applying what they are learning in class to something else in their life.	2.09	Low
4. Evaluate the opinion discussed in the classroom	2.13	Low
5. Memorize important course notes after the discussion.	2.09	Low
6. Summarize what they have learned in class.	2.13	Low
Overall	2.10	Low

Cognitive Dimension

The result displays an overall mean of 2.10 or low. Along with six pointers, it reveals the highest mean obtained in the statement “Pay attention in my class” which earned a mean 2.14 or low. The lowest mean of 2.04 is obtained in the assertion “Form a new understanding from various pieces of information” Which is described as low.

Affective Dimension. Table 11 presents the result of teacher support as perceived among ALS learners in terms of affective dimension.

Table 11
Affective Dimension

Indicator	Mean	Description
1. Feel energized by the ideas that they are learning in most of my classes.	2.19	Low
2. Feel that interaction with my classmates helps me to understand better	2.30	Low
3. Feel excited about the activities that we experience in the classroom	2.25	Low
4. Realize that they have learned something that changed the way they understand a concept	2.25	Low
5. Feel fascinated about the lesson content	2.30	Low
6. Feel that they are an important member of their learning team.	2.35	Low
Overall	2.27	Low

The result presents an overall mean of 2.27 or low. However, in single capacity the highest mean is obtained in the statement “Feel that they are an important member of their learning team” which earned a mean 2.35

described as low. The lowest mean is obtained in the statements, “Feel energized by the ideas that they are learning in most of my classes” that got a mean of 2.19 but still described as low.

Behavioral Dimension. Table 12 presents the result of learners’ engagement among ALS learners in terms of behavioral dimension.

Table 12
Behavioral Dimension

Indicator	Mean	Description
1. Take advantage of available learning resources other than what their teachers have provided	1.99	Low
2. Identify key information from reading assignments, videos and PowerPoint teacher slides	2.19	Low
3. Watch videos suggested by their teachers.	2.09	Low
4. Always complete the task given by the teacher in class during lessons	2.09	Low
5. Regularly participate in class discussions in most of their classes	2.00	Low
6. Ask their questions during class if they do not understand	2.02	Low
Overall	2.07	Low

The result displays an overall mean of 2.07 or low. Along with six statements, it reveals the highest mean in the statement “Identify key information from reading assignments, videos and PowerPoint teacher slides” which earns a mean 2.19 described as low. The lowest mean is obtained in the assertion “Take advantage of available learning resources other than what their teachers have provided” that get 1.99 described as low.

Relationship Between Learning Behavior and Learners Engagement. : This section shows the result of correlation analysis between learning behavior and learners’ engagement.

Table 13
Relationship Between Learning Behavior and Learners Engagement

Variable	N	Correlation	Sig.	Decision
Learning Behavior	184	.807	.000	Reject Ho
Learners Engagement				

A Spearman’s rank-order correlation was conducted to examine the relationship between learning behavior and learners’ engagement, as the assumption of normality was violated for both variables. The results indicated a very strong, positive, and statistically significant correlation between Learning Behavior and Learners Engagement, $\rho(182) = .807, p < .001$ (two-tailed). This suggests that higher levels of learning behavior are associated with higher levels of learner engagement.

Relationship Between Teacher Support and Learners Engagement.

This section shows the result of correlation analysis teacher support and learners’ engagement.

Table 14
Relationship Between Teacher Support and Learners Engagement

Variable	N	Correlation	Sig.	Decision
Teacher Support Learners Engagement	184	.720	.000	Reject Ho

The results revealed a strong, positive, and statistically significant correlation between Teacher Support and Learners Engagement, $\rho(182) = .720$, $p < .001$ (two-tailed). This finding indicates that higher levels of perceived teacher support are associated with higher levels of learner engagement.

IV. DISCUSSIONS AND CONCLUSION

This chapter presents the discussions of the results, conclusions and recommendations of the study.

Learning Behavior of ALS Learners. Based on the results, the presence of the learning behavior among ALS learners was low. Therefore, it could be argued that learners exhibit poor learning behavior while conducting various learning tasks. In other words, it can be concluded that ALS learners may face difficulties in developing effective, consistent learning behaviors, including active engagement and self-confidence during study. Due to the diverse educational backgrounds of the ALS learners, there may be certain barriers to learning, such as a lack of academic support, low self-confidence, and other responsibilities outside educational institutions. Such a finding supports the findings of Chou et al. (2021), who found that attitude and learning motivation have an important impact on learners' engagement. The same conclusion can be drawn from the study by Zhu and Doo (2022), which emphasizes the importance of self-management and learning strategies in promoting active learning behaviors.

Among the indicators, competence motivation scored high, although the level remained low. It means that there is some level of motivation among ALS learners to learn despite the struggles they face during the learning process. Their willingness to be enthusiastic and to ask for help when they find it hard to complete tasks demonstrates their determination to succeed and develop their competencies. It is consistent with the results reported by Chiu et al. (2021), who argued that learners are motivated when they perceive that learning is significant and valuable in helping them grow personally. Just like motivation as a critical element in creating learners' competence and readiness for future learning by Abdelshiheed et al. (2023), Kim (2022) also established that adults who are highly motivated tend to be actively involved in learning processes despite any obstruction. Additionally, the results indicated that attitude towards learning and strategic or flexible behavior did not occur in ALS learners. It implies that although the ALS learners may appreciate corrections and suggestions, they may have difficulty using learning strategies and being flexible across various academic settings. The learner needs to have a positive attitude towards learning and be flexible, as these qualities help them overcome challenges and become more independent in their studies. According to Chou et al. (2021), having a positive learning attitude contributes to increased engagement and participation among the learners. Similarly, Zhu and Doo (2022) noted that learners with self-monitoring and management skills are able to use appropriate learning strategies. Likewise, according to Panadero, self-regulated learning increases learners' ability to apply appropriate strategies across different academic activities. Finally, attention and persistence were found to be the least exhibited behaviors among the ALS learners, suggesting that they find it difficult to concentrate and avoid distractions during learning activities. It could be attributed to learners' difficulty concentrating and persevering, especially when faced with challenging tasks and environmental distractions. The learners' low tendency to be distracted while performing their tasks supports this finding. In this context, the concerned authorities have identified that distraction in attention negatively impacts learners' learning abilities and motivation. In the same context, Lakhali et al. (2021) noted that persistence is one of the most important factors influencing learners' engagement and persistence within the educational setting.

Teacher Support. Based on the results, it became clear that the degree of teacher support among the ALS learners was low, as teachers were rarely seen during the learning process. Thus, it can be suggested that there was very little interaction between learners and their teachers regarding guidance, help, and encouragement. As such interactions are crucial for making learners more active and confident in their studies, the lack of them may negatively influence learners' involvement and motivation. According to Wentzel (2022), supportive relations between teachers and learners are very important for engaging learners in education and improving their adjustment.

Emotional support was the most frequently observed indicator, even though it remained at a relatively low level. It indicates that teachers sometimes express empathy and interest in listening to learners' problems. Teachers' willingness to listen whenever learners want to speak about their issues is another sign that shows how much emotional support affects the learning process. According to Collie (2021), teachers' emotional support improves learners' sense of belonging and classroom participation. As this author stated, Rohinsa et al. (2019) found that learners who feel emotional support from teachers have higher levels of motivation and engagement. Moreover, the results suggest that the manifestation of appraisal and instrumental supports is also not common among ALS learners. It means learners are not provided with the much-needed feedback, demonstrations, and practical support by their teachers during their lessons. The teacher's demonstrations, as well as feedback, are essential, as they help improve learners' knowledge and identify areas that still require further improvement. As cited in Hattie & Zierer (2021), feedback has a significant impact on learners' success. Similarly, instructional support, along with guided demonstrations, helps learners become more competent at performing tasks, as highlighted by Darling-Hammond et al. (2022). Lack of informational support is the least frequently observed factor in teachers' support for students. It means that ALS students may not be receiving enough information, guidance, and collaboration that may help them learn better and solve problems. The instance in which teachers engage students in collaborative activities shows how important it is for teachers to give students opportunities to interact and learn. According to Ryan & Deci (2021), learning environments that offer opportunities for communication and collaboration are motivating and engaging for learners. Similarly, OECD (2023) also stated that proper guidance and teacher support lead to learner engagement and perseverance.

Learners' Engagement. It was found that learner engagement among ALS learners was quite low, and thus student engagement was infrequent. It could mean that most learners may have trouble engaging and participating actively and may be less motivated in the classes they are taking. Learner engagement is very important because it has a huge effect on achievement and motivation. According to Bond et al. (2021), learner engagement is very critical for boosting participation. On the other hand, Fredricks et al. (2023) said that learner engagement promotes learner participation.

Of the four aspects, affective engagement was found to be the most occurring dimension, albeit it still occurred less frequently than needed. In other words, this means that ALS students can feel emotional attachment from time to time and value themselves as participants of the learning process. The fact that students feel that they matter as members of the learning group demonstrates the significance of belonging and emotions in maintaining participation. Quin (2022) noted that when students feel they belong, they participate and have a positive attitude toward learning. Similarly, Reschly and Christenson (2022) mentioned that emotional engagement improves learner motivation, self-confidence, and social interaction in class. Furthermore, the findings indicated that ALS learners do not commonly engage in cognitive activities. It implies that ALS learners are unable to process information thoroughly or apply critical thinking skills during learning activities. Notably, cognitive engagement is essential for learners to recognize significant information from the texts, videos, and slides provided by teachers. As Greene (2021) indicates, cognitive engagement enables learners to monitor their own thinking and think critically when performing academic activities. On the same note, Korur et al. (2025) observed that cognitive engagement allows for effective learning. Finally, behavioral engagement was also noted as low, indicating that learners rarely exhibit active participation and attention during classroom activities. The behavioral engagement of learners paying attention in class is a crucial manifestation of the significance of concentration and engagement in the learning process. According to Skinner et al. (2022), engagement, as measured by participation in learning and attention to tasks, is highly significant for the learner's academic success and further involvement. Furthermore, Wang and Eccles (2021) have found out that active participants in classroom activities are more likely to receive a decent education result.

Relationship Between Learning Behavior and Learners' Engagement. Based on the results, there is an extremely strong relationship between learning behavior and engagement among ALS learners. It means that learners with positive learning behavior traits, such as participation, attention, and willingness to learn, also tend to be more involved and interested in class activities and the assigned tasks. The finding suggests that learning behaviors significantly impact learners' emotional, cognitive, and behavioral engagement in the learning process. According to Fredricks et al. (2023), learner engagement is closely linked to students' participation and self-regulation of learning behaviors. In addition, effective learners' behavior, including self-management and perseverance, positively affects learner engagement and participation, according to Greene (2021). Additionally, given the important relationship between the two variables, it is reasonable to assume that not only can changes in learners' behavior towards learning contribute to improved engagement, but that learners' engagement in ALS classes will also increase. Attention, motivation, and willingness were the key components to becoming engaged

in the learning process. According to Skinner et al. (2022), engaged learners exhibit positive learning behaviors such as persistence, attentiveness, and class participation. In much the same way, Bond et al. (2021) state that learner engagement will increase once the learner establishes positive learning behaviors and interactions within the learning environment. Similarly, Wang and Eccles (2021) mention that positive learning behaviors are an indicator of better classroom participation.

Relationship Between Teacher Support and Learners' Engagement. The results showed a strong association between teacher support and engagement among the ALS students. It means that learners supported by their teachers will be involved in learning activities. Teacher support entails paying attention to learners' problems, assisting them, and motivating them. This fosters a conducive learning environment that enables learners to be more involved. In this case, Quin (2017) noted that teacher support is significant in engaging and motivating learners. According to Skinner et al. (2022), teacher support is important in motivating learners, making them more attentive to learning, and fostering an affinity for learning. In addition, because the variables are highly correlated, this suggests that enhanced teaching support can play a critical role in increasing ALS learners' participation. Teachers, through guidance and feedback, have been known to improve learners' confidence and participation. According to Wentzel (2012), learners who interact positively with their teachers are more likely to exhibit appropriate classroom behavior. Further, Ryan & Deci (2021) argued that providing a supportive learning environment enhances intrinsic motivation among learners and increases their participation in the learning process. In a similar study by Zee & Koomen (2021), it was found that teaching support significantly improves learners' engagement.

V. CONCLUSION

Based on the research results, the participants generally exhibit poor behavior regarding learning, teacher support, and learner engagement. It implies that these factors are not often present during the learning process. The problems faced by learners include difficulty sustaining focus and effort, active participation, and the use of learning strategies, which, in turn, may affect their level of engagement during learning. Despite the emergence of competence motivation and affective engagement as the most frequently observed factors, they remain low.

The other conclusion in this research is that teacher support plays an important role in influencing the learning processes of ALS students. There was a lack of emotional, appraisal, instrumental, and informational support, suggesting that these learners received little help, criticism, cooperation, and teaching from their teachers. Consequently, they were unable to develop good learning behaviors and actively engage in class activities. Better teacher-learner interaction and teaching techniques would be necessary to ensure learners remain motivated in academics. Moreover, this study's findings concluded the relationship among learning behavior, teacher support, and learner engagement, which are crucial aspects of the learning process for ALS learners. The absence of both learning behavior and teacher support might result in poor learner engagement and affect their engagement in learning activities. Therefore, it can be concluded that motivational strategies, self-regulation, and collaboration play important roles in engagement and learning. The research found an extremely strong and significant correlation between learning behavior and learners' engagement in ALS learners. It means that learners who exhibit positive learning behaviors, such as attentiveness, perseverance, participation in learning activities, and a willingness to learn, tend to be engaged emotionally, cognitively, and behaviorally in the learning experience. The results of this study also indicate that improvements in learners' study skills, personal management, and participation in learning will enhance their engagement and participation in ALS classes. A highly significant association was found between teacher support and learners' engagement among ALS learners. It means that students who receive high levels of emotional, instructional, and motivational support from teachers are likely to be actively engaged in classroom activities and academic tasks. Teachers' supportive practices, including guidance, feedback, encouragement, and cooperative activities, help learners build motivation and engagement in the learning process. This research finding also suggests that higher levels of teacher support can increase learners' engagement in their learning experiences. In addition, the study's outcome is consistent with the anchored Self-Determination Theory proposed by Edward L. Deci and Richard M. Ryan.

VI. RECOMMENDATIONS

Based on the study results and findings the researcher set forth the following recommendations:

1. The Department of Education may enhance its programs and policies that encourage learning behavior, teacher support, and involvement of ALS learners by providing continuing professional development programs, learner-centered learning materials, and interventions focused on motivation, self-regulation, and participation. The Department can further ensure that adequate resources are allocated to ALS learning settings to provide appropriate learning modules and online learning resources that help sustain learners' interest and participation in their learning activities.

2. The Bureau of Alternative Education may develop more responsive programs to help it meet the requirements of ALS learners. The Bureau of Alternative Education can also conduct training workshops, mentoring, and cooperative learning activities to develop the ability of ALS teachers and volunteers to provide an engaging and supportive teaching environment. Moreover, the Bureau can strengthen its cooperation with LGUs, NGOs, and other community members to increase ALS learners' participation in their programs.

3. Both teachers and volunteers working with ALS learners can choose more engaging, supportive, and learner-oriented teaching methods that will encourage them to participate more actively, confidently, and persistently in learning. For example, they can give their learners timely feedback and encouragement, involve them in cooperative activities, and provide practical examples to help them better understand the lesson content. They can communicate more effectively with their learners and ensure they work in motivating, attention-grabbing, and independent-learning environments.

4. Further research may be conducted examine other variables affecting learning behaviors, teacher support, and engagement among ALS students. For example, further research can examine family support, socio-economic status, access to technology, and psychological well-being as factors that impact the learning outcomes of ALS learners and their engagement with teachers. Furthermore, qualitative research designs can be used for further research to provide an in-depth understanding of ALS learning. Finally, future research can involve larger sample sizes and geographically diverse areas to enhance the validity of the results gained.

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