

Predictors of Academic Success among ALS Learners in El Salvador City Division

Raymund U. Tomarong¹, Roie M. Ubayubay, PhD²

¹ Teacher, Department of Education ² Public Schools District Supervisor, Department of Education

Abstract

The Alternative Learning System (ALS) offers a supportive educational pathway for out-of-school youth, adults, and dropouts facing unique challenges. This study aimed to determine the predictors of academic success among Junior High School ALS learners by examining learner profiles, success levels, and correlations between variables. The study involved 415 ALS learners in El Salvador City Division for School Year 2023–2024. Data were gathered through a questionnaire developed using Slovin's formula and a universal sampling procedure, patterned from Roksa and Kinsly's (2018) family support model and DepEd Order No. 8. Descriptive statistics and Pearson's correlation were used to analyze relationships between predictors and academic success.

Findings showed that most ALS learners were 20–22 years old, male, and single. They displayed a very high attitude towards academic success and excelled particularly in life and career skills. Key predictors of academic success included family support, student engagement, psychosocial adjustment, and learner attitude. Sex was also found to significantly influence academic outcomes. The study recommends that ALS teachers adopt inclusive strategies, promote help-seeking behavior, and foster student engagement. Tailored interventions and supportive learning environments should be implemented to enhance academic performance and prepare learners for success, particularly in digital citizenship and future careers.

Keywords: Predictors of Academic Success, ALS Learners

1. Introduction

The study explores the predictors of academic success among Alternative Learning System (ALS) learners in El Salvador City Division, where many learners are young adults facing complex life circumstances. These include being solo parents, living with partners, working students, farmers, or individuals estranged from their families. Such realities pose challenges to attending formal classes, making ALS a vital alternative for continuing education and achieving life goals. Despite their struggles, these learners are highly motivated, driven by the desire to uplift their lives through education.

Key predictors of academic success identified in the study include strong family and peer support, prior knowledge, psychosocial stability, student engagement, and learner attitude. These factors play a crucial role, especially in the learners' first and second years in the ALS program. The ALS Act (RA 11510) supports these learners by providing inclusive access to education, particularly for out-of-school youth, adults, Indigenous peoples, and working citizens.



Understanding these predictors is essential in addressing the socio-economic and educational disparities in the division. Prior academic exposure is often the strongest indicator of future success, but emotional resilience and learning strategies are equally vital. The study aims to guide teachers, ALS implementers, and policymakers in developing responsive, learner-centered interventions for improved educational outcomes.

Research Questions

The study aimed to determine the predictors of academic success among Junior High School ALS Learners in the Division of El Salvador City during the School Year 2023-2024:

Specifically, this study sought to answer the following questions:

- 1. What is the respondents' profile in terms of age, sex, and civil status?
- 2. How do the respondents assess the predictors of academic success based on family support, student engagement, psycho-social adjustment, and attitude toward academic success?
- 3. What is the respondent's level of academic success in LS1 English and Filipino, LS2 Science, LS3 Mathematics, LS4 Life and Career Skills, LS5 Understanding Self and Society, and LS6 Digital Citizenship?
- 4. Is there a significant relationship between the respondents' assessment of the predictors of success and their academic success?
- 5. Is there a significant difference in the learners' academic success when grouped according to their profile?

Significance

Understanding the predictors of academic success among ALS learners offers valuable insights that benefit various stakeholders. For DepEd officials, ALS supervisors, and teachers, the study provides baseline data to improve policies, curriculum, and instructional strategies, ultimately enhancing program delivery and learner outcomes. School administrators can use the findings to strengthen support systems and resource management. The study also contributes to the professional development of ALS implementers by identifying essential skills and knowledge for designing learner-centered, data-driven interventions. Learners themselves gain awareness of the factors influencing their success such as motivation, study habits, and support networks helping them develop effective learning strategies and overcome barriers. Parents are guided in fostering a supportive home environment, enabling them to play a more active role in their child's academic journey. Finally, future researchers can build on this study as a foundation for further investigations, contributing to the continuous improvement and impact of the ALS program.

Scope and Limitations

This study examined the predictors of academic success among 415 Junior High School ALS learners in El Salvador City Division, drawn from nine Community Learning Centers, six School-based Learning Centers, and one Bureau of Jail Management and Penology. It focused on four key predictors, family support, student engagement, psycho-social adjustment, and attitude toward academic success as independent variables, while academic success was measured through learners' performance in six learning strands: English and Filipino (LS1), Scientific and Critical Thinking (LS2), Mathematics (LS3), Life and Career Skills (LS4), Understanding the Self and Society (LS5), and Digital Citizenship (LS6).



The study also considered learners' age, sex, and civil status as moderating variables and was limited to ALS learners in public schools within the division.

2. Literature Review

Respondent characteristics refer to the demographic and personal traits of participants in a study, which are essential for analyzing data and drawing relevant conclusions. These include age, sex, and civil status. Age, as discussed by Liu & Luo (2019) is a key factor in biological aging and health risks, while Montepare (2019) emphasizes its impact on social perceptions and daily functioning. Sex, defined by biological differences, is further examined by Turban et al. (2022), who highlight how sex minority stress affects transgender individuals' mental and physical health, and Hu and Denier (2023), who stress the importance of including sexual orientation in demographic research. Civil status, or marital status, has significant social and health implications. Wang et al. (2020) identify it as a major factor linked to mortality and survival in certain health conditions, while Ndayambaje et al. (2020) note its influence on emotional well-being and life satisfaction. These characteristics help researchers understand the diverse backgrounds and influences affecting respondents' behaviors and outcomes.

Family support, student engagement, psycho-social adjustment, and attitude toward academic success are critical predictors of learners' academic performance in the Alternative Learning System (ALS). Family support refers to emotional, social, and practical assistance from family members, which shapes resilience and educational outcomes; Zhao and Zhao (2022) highlight the influence of family and significant others on academic achievement, while Gu et al. (2024) emphasize its essential role in learner success. Student engagement is the degree of learners' active participation in academic and social activities; Bond (2020) links it to enhanced cognitive development, while Salmela-Aro et al. (2021) underscore the role of self-perception in sustained engagement. Psycho-social adjustment involves adapting to social and emotional demands within one's environment, influencing well-being and behavior. Attitude toward academic success comprises learners' beliefs, motivations, and behaviors regarding education; Otekunrin et al. (2019) found that disinterest between learners and instructors can negatively affect outcomes, while Díez-Palomar et al. (2020) stress the role of self-identity and social interaction in shaping academic attitudes. Together, these predictors provide a comprehensive understanding of the factors that contribute to ALS learners' academic success.

The Alternative Learning System (ALS) curriculum is structured around six key learning strands that develop essential competencies for personal, academic, and professional success. Learning Strand 1: Communication Skills in English focuses on enhancing learners' proficiency in listening, speaking, reading, and writing in English, recognizing its global importance (Zein et al., 2019). Learning Strand 1: Communication Skills in Filipino aims to build fluency in the national language to ensure meaningful communication and cultural understanding (Hernandez, 2022) Learning Strand 2: Scientific and Critical Thinking Skills develops learners' analytical and problem-solving abilities through scientific inquiry and reasoning (Schmidt et al., 2019). Learning Strand 3: Mathematics and Problem-Solving Skills equips students with mathematical knowledge and logical thinking for practical and academic (Ramadhani et al., 2023). Learning Strand 4: Life and Career Skills prepares learners for real-life challenges and career readiness by cultivating soft skills and workplace competencies (Rupavijetra et al., 2022). Learning Strand 5: Understanding the Self and Society fosters social-emotional learning and civic responsibility to help students understand their identity and societal role (Koce et al., 2019). Lastly, Learning Strand 6: Digital



Citizenship promotes responsible, ethical, and safe behavior in digital environments, enhancing digital literacy and participation (Milenkova & Lendzhova, 2021)

3. Methodology

Research Design

The study employed a descriptive correlational research method to explore the relationship between predictors and the academic success of ALS learners without establishing causality. It aimed to systematically describe the respondents and understand the traits, trends, and attitudes within the population. The independent variables included family support, student engagement, psycho-social adjustment, and attitude toward academic success. The dependent variable was academic success, measured through six learning strands: English and Filipino, scientific and critical thinking, math and problem-solving, life and career skills, understanding self and society, and digital citizenship. The approach allowed for a detailed understanding of how these variables relate and addressed the study's research problem.

Participants

This study's respondents used the four hundred fifteen (415) Junior High School Learners of the Alternative Learning System of El Salvador City Division, who come from nine (9) community learning centers, six (6) school-based learning centers, and one (1) Bureau of Jail Management and Penology (BJMP) Facilities Learning Center.

Data Collection

The study used a questionnaire as its primary data collection tool, providing a quantitative method to gather numerical data for answering research questions. The questionnaire had three parts: Part I collected the respondents' demographic profiles (age, sex, and civil status) through researcher-made items. Part II assessed the predictors of academic success, family support, student engagement, psycho-social adjustment, and attitude toward academic success based on Roksa and Kinsly's (2018) study, with researcher-developed indicators. Part III measured academic success using six learning strands aligned with DepEd Order No. 8, s. 2015 on classroom assessment in the K to 12 curriculum.

Data Analysis

The collected data was subjected to a comprehensive process that involved tabulation and analysis using various statistical techniques. The researcher employed descriptive statistical methods for Problems 1, 2, and 3. This approach calculated the mean values and standard deviations of the information gathered from the respondents. Descriptive statistics were utilized to concisely describe the data and examine the association between predictors and academic success. On the other hand, Problems 4 and 5 utilized Pearson's Correlation Coefficient, or Pearson. This statistical approach was used to determine if the independent and dependent variables under consideration had a significant connection. Pearson's correlation coefficient, particularly useful in detecting the direction and strength of a link between two variables, allowed for a more thorough understanding of the study findings.

E-ISSN: 2229-7677 • Website: www.ijsat.org • Email: editor@ijsat.org

4. Results and Discussions

Problem 1. What are the respondents' characteristics in terms of age, sex, and civil status?

Category	Frequency	Percentage
26 years old and above	33	8.0
23-25 years old	82	19.8
20-22 years old	136	32.8
17-19 years old	134	32.3
16 years old and below	30	7.2

Table 1Distribution of Respondents' Age

Table 1 shows that most respondents (136 or 32.8%) were aged 20–22, indicating that many ALS learners are young adults who dropped out of formal schooling. This suggests that the ALS program in El Salvador City is largely shaped by the perspectives of this age group, which may limit its generalizability and inclusivity. Focusing mainly on young adults could affect the program's relevance for other age groups, highlighting the need for more diverse and inclusive approaches.

In contrast, only 30 respondents (7.2%) were aged 16 and below, suggesting that this age group is less represented, likely because they are still engaged in formal schooling. This aligns with DepEd Memo No. 006, s.2019, which states that only those 16 and above can take the Accreditation and Equivalency (A&E) Test. This indicates that interventions should prioritize young adults while also ensuring that the ALS program remains accessible and inclusive for learners of all ages.

Distribution of Respondents' Sex		
Category	Percentage	
Male	226	54.5
Female	189	45.5
Total	415	100.0

Table 2 shows that out of 415 respondents, 226 (54.5%) were male, indicating that the majority of ALS learners in the study are male. This suggests that more men may be returning to education through ALS, possibly due to earlier responsibilities or challenges in completing formal schooling. However, this male dominance may lead to biased findings that reflect male perspectives more than female ones, affecting the study's inclusivity and generalizability.

Meanwhile, 189 (45.5%) were female, showing a gender imbalance. The underrepresentation of female learners may limit their influence on the study's outcomes and discourage participation among other women. This disparity mirrors DepEd data showing more male than female ALS enrollees. Addressing gender gaps in future research can lead to more balanced insights and foster inclusive learning environments. As Pakino and Ubayubay (2024) noted, gender representation can significantly affect learner engagement and academic performance.

International Journal on Science and Technology (IJSAT)



E-ISSN: 2229-7677 • Website: w	w.ijsat.org Email: editor(@ijsat.org
--------------------------------	--	------------

Table 3Distribution of Respondents' Civil Status			
Single	395	95.2	
Married	Married 20		
Total	415	100.0	

Table 3 shows that the majority of respondents (395 or 95.2%) were single, indicating that most ALS learners are unmarried. This suggests that being single may give learners more time and flexibility to focus on their studies, as they often have fewer responsibilities than married individuals. Tomarong and Ranoa (2024) support this, noting that many ALS learners are single and unemployed, allowing greater engagement in education.

In contrast, only 20 respondents (4.8%) were married, indicating low participation from this group. This may reflect challenges such as family obligations or limited time that hinder their involvement in ALS. The study highlights the need to explore the specific barriers married learners face and suggests that future research or programs should consider their unique needs.

Additionally, findings from Shifaw (2022) emphasize the importance of strong marital communication for relationship stability. While not directly tied to ALS participation, this insight is relevant for understanding the pressures married learners might face, reinforcing the need for support systems that address both educational and personal challenges.

Problem 2. How do the respondents assess the predictors of academic success in terms of family support, student engagement, psychosocial adjustment, and attitude toward academic success?

Variable	Mean	SD	Interpretation
Family Support	3.32	0.69	Very High
Student Engagement	3.31	0.66	Very High
Psycho-social Adjustment	3.33	0.63	Very High
Attitude Towards Academic Success	3.37	0.64	Very High
Overall	3.33	0.65	Very High

 Table 4

 Summary Distribution of Level of Predictors for Academic Success

Table 4 shows that the overall level of predictors for academic success among ALS learners is very high, with a mean of 3.33 (SD = 0.65). This indicates a strong collective agreement and commitment among learners toward factors that support their academic journey, such as seeking help from teachers, joining discussions, and submitting assignments on time. It reflects a strong academic dedication and belief in self-improvement, as supported by Limeri et al. (2020).

The highest-rated variable was Attitude Toward Academic Success with a mean of 3.37 (SD = 0.64). Learners showed a strong, positive mindset, which fosters perseverance, goal-setting, and motivation



crucial for overcoming challenges in ALS. However, variations in this attitude exist due to different life experiences or support systems, as Byers et al. (2019) suggest.

Meanwhile, Student Engagement had the lowest mean of 3.31 (SD = 0.66) still rated as very high, but slightly lower than other predictors. Despite this, engagement remains vital for academic success. Issues like limited resources, distractions, or competing responsibilities may still affect learners' full participation. Studies (Ribeiro-Silva et al., 2022; Olivier et al., 2020) highlight the importance of fostering behavioral, emotional, and cognitive engagement to boost academic performance.

Problem 3. What is the respondent's level of academic success in LS1 English and Filipino, LS2 Science, LS3 Mathematics, LS4 Life and Career Skills, LS5 Understanding the Self, and LS6 Digital Citizenship?

Summary of the Respondents' Level of Academic Success			
Learning Strands	Mean	SD	Description
English	90	3.71	Outstanding
Filipino	90	3.69	Outstanding
Science	89	3.42	Very Satisfactory
Math	89	3.31	Very Satisfactory
Life and Career Skills	90	3.66	Outstanding
Understanding the Self and Society	90	3.91	Outstanding
Digital Citizenship	89	2.79	Very Satisfactory
Overall	90	3.50	Outstanding

Table 5 reveals that ALS learners achieved an outstanding overall academic performance, with a mean score of 90 (SD = 3.50), reflecting their strong commitment, effective time management, and resilience. This high performance underscores the success of supportive instructional strategies, conducive learning environments, and strong support systems. Learners excelled particularly in Learning Strand One (English and Filipino), Strand Four (Life and Career Skills), and Strand Five (Understanding the Self and Society), demonstrating their proficiency in communication, practical life skills, and social awareness skills essential for both academic and real-world success. Meanwhile, Learning Strands Two (Scientific and Critical Thinking), Three (Mathematics and Problem-Solving), and Six (Digital Citizenship) received slightly lower but still very satisfactory scores (mean = 89), indicating the need for additional support and targeted instruction in these areas. These results highlight the importance of continuous curriculum refinement and resource enhancement to meet diverse learner needs. Ultimately, the findings emphasize that consistent academic success among ALS learners is driven by a holistic approach combining learner dedication with effective educational practices, preparing them for lifelong learning and personal growth.

Problem 4. Is there a significant relationship between the respondents' assessment of the predictors of success and their academic success?

International Journal on Science and Technology (IJSAT)

E-ISSN: 2229-7677 • Website: www.ijsat.org • Email: editor@ijsat.org

Loarnors' A cadomic Success	
	Gonoral Avorago
Predictors of Academic Success	R-value
	P-value
	Interpretation
— — — —	0.214
Family Support	<.001
	S
	0.192
Student Engagement	<.001
	S
	0.220
Psycho-social Adjustment	< .001
	S
Attitude Towards Academic Success	0 227
	< 001
	<
Overell	5
Overall	0.05

Table 6

Table 6 presents a significant positive relationship between predictors and academic success, with an overall p-value of 0.05. Among the predictors, Attitude Towards Academic Success showed the strongest correlation (R = 0.227, p < .001), indicating that learners with a positive mindset and strong educational values are more likely to excel academically. Psycho-social Adjustment (R = 0.220, p < .001) also plays a vital role, as emotionally and socially well-adjusted learners perform better due to their resilience and ability to handle stress. Family Support (R = 0.214, p < .001) significantly contributes to academic achievement by providing emotional and practical aid, fostering discipline and motivation. Student Engagement (R = 0.192, p < .001) further supports academic success through active participation and persistence in learning tasks. These findings emphasize the combined importance of personal mindset, emotional well-being, family involvement, and learner engagement in shaping academic outcomes, highlighting the need for a holistic approach in supporting ALS learners' educational growth.

Problem 5. Is there a significant difference in the learners' academic success when grouped according to their profiles?

Table 7

Difference in the Learners' Academic Success when Grouped According to their Profile			
Respondents' Profile	Academic Success		Interpretation
	F-value	p-value/	
		t-value	
Age	1.81	0.133	Not Significant
Sex	-2.96	0.003	Significant

LJSAT	International Journal on Science and Technology (IJSAT)			
V	E-ISSN: 2229-7677 • Website: <u>www.ijsat.org</u> • Email: editor@ijsat.org			

Civil Status -1.33	0.186	Not Significant
--------------------	-------	-----------------

Table 7 reveals that age and civil status do not significantly affect academic success among learners, as indicated by non-significant p-values (age: p = 0.133; civil status: p = 0.186). These findings suggest that individual factors like motivation, study habits, and support systems have a greater influence on academic performance than age or marital status. Supporting studies by Seblova et al. (2020), and Lee and Park (2019) affirm that academic success is shaped more by personalized support and behavioral factors than by demographic characteristics. However, a significant difference was found in academic performance based on sex, with females outperforming males (t = -2.96, p = 0.003). This aligns with studies by Ziegler (2020) which highlight females' stronger study habits, intrinsic motivation, emotional maturity, and interpersonal skills as contributing to their higher academic success. Overall, while age and civil status show minimal impact, gender differences in academic performance emphasize the role of emotional, behavioral, and motivational factors in learning outcomes.

5. Conclusion and Recommendations

Conclusion

The study highlights that among ALS learner-respondents, family support, student engagement, psychosocial adjustment, and attitude towards academic success showed a significant relationship with the predictors of success towards their academic success. Further, the results highlight that sex showed a significant difference in the learners' academic success when grouped according to their profile.

Recommendations

For ALS, teachers should ensure that they cater to the diverse needs of their learners, regardless of their age, sex, and civil status, to predict academic success;

ALS teachers should promote student engagement by encouraging them to seek help from teachers or peers, inculcating a supportive environment where help-seeking is a regular part of learning;

The teachers should create personalized interventions for ALS students to enhance academic performance, incorporating effective teaching strategies, active student engagement, and a supportive learning environment;

For school leaders and ALS teachers to create an inclusive classroom environment that encourages participation from all genders. Avoid reinforcing stereotypes that may discourage one group from excelling in particular learning strands; and

For ALS teachers to significantly improve academic success predictors by adopting a comprehensive approach that considers sex towards family support, student engagement, psychosocial adjustment, and attitude towards academic success.

References

- 1. Republic Act No. 11510 (December 23, 2020), an act institutionalizing the alternative learning system in basic education for out-of-school children in special cases and adults, and appropriating funds thereof
- 2. Liu, J., Peng, P., & Luo, L. (2019). The Relation Between Family Socioeconomic Status and Academic Achievement in China: A Meta-analysis. Educational Psychology Review.
- 3. Montepare, J. M. (2019, October 3). An exploration of subjective age, actual age, age awareness, and



E-ISSN: 2229-7677 • Website: www.ijsat.org • Email: editor@ijsat.org

engagement in everyday behaviors. European Journal of Ageing, 17(3), 299–307. https://doi.org/10.1007/s10433-019-00534-w

- Turban, J. L., King, D., Kobe, J., Reisner, S. L., & Keuroghlian, A. S. (2022). Access to gender-affirming hormones during adolescence and mental health outcomes among transgender adults. PloS One, 17(1), e0261039. https://doi.org/10.1371/journal.pone.0261039
- 5. Hu, Y., & Denier, N. (2023). Sexual Orientation Identity Mobility in the United Kingdom: A Research Note. Demography, 60(3), 659–673. https://doi.org/10.1215/00703370-10769825
- Wang, Y., Jiao, Y., Nie, J. et al. (2020). Sex differences in the association between marital status and the risk of cardiovascular, cancer, and all-cause mortality: a systematic review and meta-analysis of 7,881,040 individuals. Glob Health Res Policy 5, 4 (2020). https://doi.org/10.1186/s41256-020-00133-8
- Ndayambaje, E., Pierewan, A. C., Nizeyumukiza, E., Nkundimana, B., & Ayriza, Y. (2020). Marital status and subjective well-being: Does education level take into account? Cakrawala Pendidikan/Cakrawala Pendidikan, 39(1), 120–132. https://doi.org/10.21831/cp.v39i1.29620
- Zhao, L., & Zhao, W. (2022, September 12). Impacts of family environment on adolescents' academic achievement: The role of peer interaction quality and educational expectation gap. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.911959
- 9. Gu, X., Hassan, N. C., & Sulaiman, T. (2024). The relationship between family factors and academic achievement of junior high school students in rural China: Mediation effect of parental involvement. Behavioral Sciences, 14(3), 221. https://doi.org/10.3390/bs14030221
- 10. Bond, M., & Bedenlier, S. (2019). Facilitating Student Engagement through Educational Technology: Towards a Conceptual Framework. Journal of Interactive Media in Education.
- Salmela-Aro, K., Tang, X., Symonds, J., & Upadyaya, K. (2021). Student adolescent engagement: A scoping review of longitudinal studies 2010–2020. Journal of Research on Adolescence, 31(2), 256-272. https://doi.org/10.1111/jora.12619
- 12. Otekunrin, O. A., Otekunrin, O. A., & Oni, L. O. (2019). Attitude and Academic Success in Practical Agriculture: Evidence from Public Single-Sex High School Students in Ibadan, Nigeria. Asian Journal of Advanced Research and Reports, 1–18. https://doi.org/10.9734/ajarr/2019/v4i330111
- Díez-Palomar, J., García-Carrión, R., Hargreaves, L., & Vieites, M. (2020). Transforming students' attitudes towards learning through the use of successful educational actions. plos one, 15(10), e0240292. https://doi.org/10.1371/journal.pone.0240292
- Zein S, Sukyadi D, Hamied FA, Lengkanawati NS. English language education in Indonesia: A review of research (2011–2019). Language Teaching. 2020;53(4):491-523. doi:10.1017/S0261444820000208
- 15. Hernandez, H. P. (2022). Compressed and Implicit Syntactic Features of L2 English Academic Research Writing by Filipino Research Writers Across Disciplines: A Cross-Analysis. Journal of Teaching English for Specific and Academic Purposes/=/The =/Journal of Teaching English for Specific and Academic Purposes, 051. Https://Doi.Org/10.22190/Jtesap2201051h
- 16. Schmidt, J., Marques, M. R. G., Botti, S., & Marques, M. a. L. (2019). Recent advances and applications of machine learning in solid-state materials science. Npj Computational Materials, 5(1). https://doi.org/10.1038/s41524-019-0221-0
- 17. Ramadhani, M. H., Kartono, & Haryani, S. (2023, December 23). The Effectiveness of the Discov-

International Journal on Science and Technology (IJSAT)



E-ISSN: 2229-7677 • Website: <u>www.ijsat.org</u> • Email: editor@ijsat.org

ery Learning Model Assisted by the Mathematics Learning Module on Mathematical Problem-Solving Skills. JPI (Jurnal Pendidikan Indonesia), 12(4), 741–752. https://doi.org/10.23887/jpiundiksha.v12i4.65284

- Rupavijetra, P., Nilsook, P., Jitsupa, J., & Hanwong, U. (2022, September 1). Career Skills and Entrepreneurship for Students by Collaborative Project-Based Learning Management Model. Journal of Education and Learning, 11(6), 48. https://doi.org/10.5539/jel.v11n6p48
- 19. Koce, F., Randhawa, G., & Ochieng, B. (2019). Understanding healthcare self-referral in Nigeria from the service users' perspective: a qualitative study of Niger state. BMC Health Services Research, 19(1). https://doi.org/10.1186/s12913-019-4046-9
- 20. Milenkova, V., & Lendzhova, V. (2021). Digital Citizenship and Digital Literacy in the Conditions of Social Crisis. Computers, 10(4), 40. https://doi.org/10.3390/computers10040040
- 21. Roksa, J., & Kinsley, P. (2019). The Role of Family Support in Facilitating Academic Success of Low-Income Students. Research in Higher Education.
- 22. Pakino, J. D., & Ubayubay, R. M. (2024). Job Motivation and Satisfaction towards Teaching Performance among Alternative Learning System (ALS) Teachers. International Journal of Research Publications, 144(1). https://doi.org/10.47119/ijrp1001441320246136
- Tomarong, J. M., & Rañoa, C. A. (2024). Factors Influencing Learners' Discontinuation in the Alternative Learning System. In Asia Pacific Journal of Advanced Education and Technology (Vol. 3, Number 2, pp. 19–30). Zenodo. https://doi.org/10.54476/apjaet/78429
- 24. Shifaw, Z. G. (2022). Marital Communication as a Moderator of the Relationship between Marital Conflict Resolution and Marital Satisfaction. American Journal of Family Therapy, 52(3), 249–260. https://doi.org/10.1080/01926187.2022.2089404
- 25. Limeri, L., Carter, N., Choe, J., Harper, H., Martin, H., Benton, A., & Dolan, E. (2020). Growing a growth mindset: Characterizing how and why undergraduate students' attitudes change. International Journal of STEM Education.
- 26. Byers, T., Imms, W., & Hartnell-Young, E. (2019). Comparative analysis of the impact of traditional versus innovative learning environments on student attitudes and learning outcomes. Studies in Educational Evaluation.
- 27. Ribeiro-Silva, E., Amorim, C., Aparicio-Herguedas, J., & Batista, P. (2022). Trends of Active Learning in Higher Education and Students' Well-Being: A Literature Review. Educational Psychology.
- 28. Olivier, E., Morin, A., Langlois, J., & Archambault, I. (2020). Internalizing and Externalizing Behavior Problems and Student Engagement in Elementary and Secondary School Students. Journal of Youth and Adolescence.
- 29. Seblova, D., Berggren, R., & Lovden, M. (2020). Education and age-related decline in cognitive performance: Systematic review and meta-analysis of longitudinal cohort studies. Ageing Research Reviews.
- 30. Lee, S., & Park, J. (2019). Marital status and academic achievement: A study of undergraduate students. Journal of Educational Psychology.
- 31. Ziegler, A. (2020). Female top performers in higher education STEM and humanities: socio-emotional perceptions and digital learning-related characteristics during COVID-19. Journal for the Education of Gifted Young Scientists.