

# Innovative Leadership and Community Learning Environment: Driving on the Alternative Learning System Program Outcomes

Michelle Maapoy Mutya

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

**Abstract**—This study aimed to determine the level of innovative leadership exhibited by ALS Focal Persons (EPS and EPSA II) and the availability of the physical aspect of community learning environment, as well as to evaluate the degree of ALS program outcomes and examine the significant relationships between these variables and the outcomes of ALS program. Ultimately, the study sought to develop a Strategic Plan Model to guide future ALS implementation and improvement efforts. A quantitative-descriptive and correlational research design was utilized. Using a validated researcher-made questionnaire, the study surveyed 316 ALS teachers from Schools Division Offices (SDOs) across the MIMAROPA region. Given the small ALS teacher population in the area, total enumeration sampling was employed. Data analysis involved descriptive statistics—mean and standard deviation—to evaluate leadership, infrastructure, and outcomes. Pearson’s Product Moment Correlation was applied to determine relationships among the variables. Findings indicated that ALS Focal Persons exhibited an exceptionally innovative level of leadership, suggesting consistently high ratings across all leadership dimensions. On the other hand, the physical learning environment was rated as almost fully available, though limited internet access and digital tools were identified as critical gaps. While the ALS program outcomes were evaluated as evident, with high agreement among respondents across various performance domains. Significant positive correlations were found between innovative leadership and program outcomes (moderate to low strength), as well as between the physical environment and program outcomes (low strength). A significant relationship has existed between the level of innovative leadership of the ALS focal person and the level of outcome of the ALS Program. Thus, rejecting the null hypothesis. These findings highlight how important it is to promote transparency, inclusivity, and strategic vision in leadership, indicating that funding for inclusive decision-making, leadership development, and supportive policies is necessary to guarantee that ALS programs are high-quality, equitable, and pertinent. Furthermore, a significant relationship was observed between the physical aspect of the community learning environment and the outcome of the ALS Program, thereby rejecting the null hypothesis. These findings show the significance of continuous investments in digital connectivity and physical infrastructure to guarantee that ALS programs continue to be inclusive, accessible, and successful for underserved learners throughout the region. In light of these findings, a Strategic Plan Model was proposed in this study, advised to conduct immediate assessment of CLC’s physical facilities and encouraged ALS implementers to actively pursue professional development focused on innovative and inclusive leadership.

**Keywords**—Innovative Leadership, ALS Program Outcomes, Community Learning Environment, Digital Infrastructure, Educational Success, Strategic Plan, Stakeholder Collaboration.

## I. INTRODUCTION

Despite the potential to significantly reduce educational inequalities, two major problems with the Alternative Learning System (ALS) 's implementation in public schools remain: the lack of capacity-building tools for ALS implementers and the disjointed and unequal support of local educational leadership. ALS has a strong national framework, but because of differences in leadership commitment, resource availability, and professional development opportunities for ALS coordinators and mobile teachers, its implementation frequently varies greatly at the grassroots level.

Education needs inclusive and flexible approaches to meet the needs of learners, especially those who cannot access traditional pathways—such as out-of-school youth, adults who did not finish formal school, and marginalized groups in remote and underserved communities. The Philippines' Alternative Learning System (ALS) offers non-formal educational pathways that accommodate various learning needs and situations in response to this challenge. However, a number of factors are necessary for ALS programs to succeed, and two of the most important ones are innovative leadership and a community learning environment.

Innovative leadership is a major factor in the successful planning and implementation of ALS programs. Innovative educational leaders use data-driven decision-making, technology integration, and collaboration between the public and private sectors to solve problems innovatively. Their capacity to motivate, inspire, and modify innovation guarantees that ALS programs remain applicable, long-lasting, and engaging for adult learners. However, in many situations, this kind of leadership is absent or underdeveloped, which leads to lost chances to expand or enhance ALS programs. In addition to impeding innovation, the lack of defined standards and professional development opportunities for ALS implementers results in uneven program quality.

Similarly, the physical components of the community learning environment are equally important to the successful operation of Alternative Learning System programs. These carefully planned, and easily accessible physical areas greatly enhance the cultural relevance and inclusivity of ALS programs in addition to facilitating learning. Communities that invest in sufficient facilities and resources create an atmosphere that encourages student motivation and

engagement. Such community investments, however, continue to be irregular and transient in the absence of steady leadership and structural support. Furthermore, the physical environment provides a basis for community engagement; stakeholders are more likely to actively engage in ALS initiatives when they feel at ease and accepted in these settings. In essence, learner retention and the sustainability of ALS programs are both improved by a supportive physical environment.

This study examined how innovative leadership and the community learning environment interact to support ALS implementation and program outcomes. It specifically looked at how these factors affect the program's implementation. By understanding these dynamics, the study offered insightful information about improving ALS programs to optimize their capacity to change people's lives and communities. For the inclusive and adaptable vision of ALS to be realized across all regions and learner groups in the Philippines, it is imperative that the problem of fragmented implementation be addressed through capacity building and systemic support.

### *1.1 Statement of the Problem*

*Problem/s which were addressed by the research*

#### *Statement of the Problem*

This study determined that innovative leadership and the physical aspects of the community learning environment are drivers of the outcomes of the Alternative Learning System (ALS) Program, with the end goal of proposing a Strategic Plan Model for the program.

Specifically, this study answered the following questions:

1. What is the level of innovative leadership of ALS Focal Person (EPS and EPSA II) in terms of:
  - 1.1 Future-Oriented;
  - 1.2 Capability and Open-Mindedness;
  - 1.3 Empowerment and Trust;
  - 1.4 Collaborative Mindset;
  - 1.5 Continuous Improvement;
  - 1.6 Effective Communication;
  - 1.7 Inclusive Leadership?
2. What is the level of availability of the physical aspect of the community learning environment in terms of:
  - 2.1 Community set-up;
  - 2.2 Safety and Security;
  - 2.3 Accessibility on Infrastructure for Basic Utilities (Water, Electricity and transportation);
  - 2.4 Internet and Communication Facilities;
  - 2.5 Health and Sanitation Facilities?
3. What is the level of Alternative Learning System program outcomes in terms of:
  - 3.1 Curriculum relevance
  - 3.2 Stakeholders' Engagement
  - 3.3 Assessment and Evaluation
  - 3.4 Support Services
  - 3.5 Policy and Institutional Support
  - 3.7 Accessibility and Inclusivity
  - 3.8 Parents' and Guardians' Involvement

4. Is there a significant relationship between the innovative leadership of the ALS Focal Person (EPS and EPSA II for ALS) and the level of the outcome of the ALS Program?
5. Is there a significant relationship between the physical aspect of the community learning environment and the outcome of the ALS Program?

## II. METHODOLOGY

A quantitative-descriptive and correlational research design was utilized. Using a validated researcher-made questionnaire, the study surveyed 316 ALS teachers from Schools Division Offices (SDOs) across the MIMAROPA region. Given the small ALS teacher population in the area, total enumeration sampling was employed. Data analysis involved descriptive statistics—mean and standard deviation—to evaluate leadership, infrastructure, and outcomes. Pearson's Product Moment Correlation was applied to determine relationships among the variables.

## III. RESULTS AND DISCUSSION

This chapter presents, interprets, and analyzes the data collected during the research. It begins with a clear presentation of findings using tables to aid comprehension. An analysis highlighting key trends and patterns is provided, connecting the results to the research questions and existing literature. This analysis aims to uncover meaningful insights and recommendations based on the data, setting the stage for a deeper discussion in the following chapters.

### *Level of Innovative Leadership of ALS Focal Person*

This section outlines the innovative leadership practices of ALS focal persons, specifically the Education Program Supervisor (EPS) and the Education Program Specialist for ALS (EPSA II). Operating within the organizational hierarchy, the EPSA directly engages with ALS teachers while the EPS oversees activities and facilitates communication between the regional level and the field. Together, these roles underscore the significance of innovative leadership in addressing challenges in ALS implementation.

Similarly, it discusses the sub-variables that comprised the innovative leadership domain, such as future-oriented, capability and open-mindedness, empowerment and trust, collaborative mindset, effective communication, and inclusive leadership.

### *Innovative Leadership Practices of ALS Focal Person in Terms of Future-Oriented*

Table 1 gives the data on innovative leadership in terms of future-oriented.

Table 1 demonstrates that ALS Focal Persons display exceptionally high levels of future-oriented innovative leadership, with an overall mean score of 6.49 and a standard deviation of 0.63.

The seven given indicators obtained mean ratings above 6.5, with all responses fall under category of "Exceptionally Innovative". The highest-rated indicator, "motivates us by sharing a clear and inspiring vision for the future of ALS" received (M = 6.61, SD = 0.57), which implies a strong

visionary leadership among ALS Focal Persons. Similar findings align with Groenewald et al. (2023) and Evans (2022) who stress out the crucial role of visionary leadership as driving innovation which direct teams towards the accomplishment of long-term goals.

TABLE 1. Innovative Leadership Practices of ALS Focal Person in terms of Future- Oriented

Criteria	Mean	SD	Remarks	Verbal Interpretation
Encourages us to set long-term goals that align with the vision of ALS	6.59	0.62	Strongly Agree	Exceptionally Innovative
Motivates us by sharing a clear and inspiring vision for the future of ALS	6.61	0.57	Strongly Agree	Exceptionally Innovative
Integrates emerging trends and innovations into ALS program planning	6.57	0.63	Strongly Agree	Exceptionally Innovative
Prioritizes initiatives that prepare learners for future challenges and opportunities	6.58	0.60	Strongly Agree	Exceptionally Innovative
Creates and implements strategies to ensure the sustainability of ALS programs	6.51	0.73	Strongly Agree	Exceptionally Innovative
Demonstrates the ability to foresee challenges and develop proactive solutions	6.53	0.62	Strongly Agree	Exceptionally Innovative
Inspires the team to continuously think about the future impact of our work	6.55	0.65	Strongly Agree	Exceptionally Innovative
<b>OVERALL MEAN</b>	<b>6.49</b>			
<b>SD</b>	<b>0.63</b>			
<b>Verbal Interpretation</b>	<b>Exceptionally Innovative</b>			

On the other hand, the indicator with the lowest mean, “creates and implements strategies to ensure the sustainability of ALS programs” (M = 6.51, SD = 0.73), while still rated highly, designates some inconsistency in how sustainability strategies are perceived or implemented across the MIMAROPA region. Results aligns with the study of De Jong (2022), who records that sustainability remains a challenge in implementing educational innovations.

In essence, the results prove that ALS Focal Persons are effective leaders with a forward-thinking mindset. They are capable of integrating emerging trends, preparing learners for future demands, and promoting continuous improvement. Further, findings imply the importance of support and consistency towards the sustainability of long-term success of ALS programs which are expected to manifest by the ALS Focal Persons being visionary and motivational as character traits of innovative leaders.

*Innovative Leadership Practices of ALS Focal Persons in terms of Capability and Open-mindedness*

Table 2 shows the innovative leadership practices of ALS Focal Persons in terms of capability and open-mindedness.

The table displays data that ALS Focal Person is perceived to be exceptionally innovative in terms of capability and open-mindedness, with an overall mean of 6.55 and a standard

deviation of 0.61. All indicators were rated “Strongly Agree,” which manifest consistency and strong agreement among all respondents. The highest obtained mean score was recorded in the item “encourages professional development opportunities for ALS teachers” (M = 6.65, SD = 0.57).

This underscores a strong commitment of the EPS to continuous learning. While this was occurring, the results revealed lowest rating was for “demonstrates openness to innovative approaches, even if they involve risks” (M = 6.47, SD = 0.66) that points to a slight uncertainty toward risk-taking, but still within the range of “Exceptionally Innovative”.

TABLE 2. Innovative Leadership Practices of ALS Focal Persons in terms of Capability and Open-mindedness

Criteria	Mean	SD	Remarks	Verbal Interpretation
Values and considers feedback from ALS teachers when making decisions	6.54	0.57	Strongly Agree	Exceptionally Innovative
Opens to exploring and adopting new ideas and best practices in ALS	6.58	0.62	Strongly Agree	Exceptionally Innovative
Encourages professional development opportunities for ALS teachers	6.65	0.57	Strongly Agree	Exceptionally Innovative
Willing to modify existing strategies to better meet evolving educational needs	6.55	0.63	Strongly Agree	Exceptionally Innovative
Collaborates effectively with stakeholders to gain diverse perspectives	6.51	0.63	Strongly Agree	Exceptionally Innovative
Demonstrates openness to innovative approaches, even if they involve risks	6.47	0.66	Strongly Agree	Exceptionally Innovative
Recognizes and values creative ideas shared by ALS teachers	6.55	0.62	Strongly Agree	Exceptionally Innovative
<b>OVERALL MEAN</b>	<b>6.55</b>			
<b>SD</b>	<b>0.61</b>			
<b>Verbal Interpretation</b>	<b>Exceptionally Innovative</b>			

Jassim (2024) and De Jong (2022) support similar findings. Researchers outline the importance of key components of innovative leadership namely openness to new ideas, collaboration, and professional development. In like manner, the vital role of feedback mechanism and shared decision-making points to the kind of leadership that promote inclusivity and innovation as characterized by Mavri et al. (2023) and Cordova and Nacario (2024).

By and large, ALS Focal Persons exemplify innovative leadership traits such as strong capability and open-mindedness, fostering innovation through collaboration, adaptability, and professional development. These practices conform with the standards of global leadership that highlights the importance of continuous improvement in education. Therefore, to sustain these gains, school leaders have to nurture safe spaces for risk-taking and experimentation to fully harness innovation’s potential in the ALS context.

TABLE 3. Innovative Leadership Practices of ALS Focal Persons, in terms of Empowerment and Trust

Criteria	Mean	SD	Remarks	Verbal Interpretation
Delegates tasks and responsibilities based on the strengths of ALS teachers	6.57	0.67	Strongly Agree	Exceptionally Innovative
Trusts us to make decisions within our areas of responsibility	6.58	0.58	Strongly Agree	Exceptionally Innovative
Encourages us to take the lead in specific projects or activities	6.59	0.56	Strongly Agree	Exceptionally Innovative
Fosters an environment where we feel empowered to share our ideas and opinions	6.54	0.57	Strongly Agree	Exceptionally Innovative
Acknowledges and celebrates the contributions and achievements of ALS teachers	6.59	0.61	Strongly Agree	Exceptionally Innovative
Empowers community members to participate in ALS program initiatives actively	6.57	0.59	Strongly Agree	Exceptionally Innovative
Provides support and encouragement to help teachers overcome challenges	6.52	0.61	Strongly Agree	Exceptionally Innovative
<b>OVERALL MEAN</b>	<b>6.57</b>			
<b>SD</b>	<b>0.60</b>			
<b>Verbal Interpretation</b>	<b>Exceptionally Innovative</b>			

Table 3 presents the data on the innovative leadership practices of ALS Focal Persons in terms of empowerment and trust.

Table 3 highlights the innovative leadership practices of ALS Focal Persons as regards to empowerment and trust, with an obtained overall mean of 6.57 and a recorded standard deviation of 0.60, described as Exceptionally Innovative. The highest mean scores were in “encourages us to take the lead in specific projects or activities” and “acknowledges and celebrates the contributions and achievements of ALS teachers” which were both at 6.59 connotes that ALS leaders strongly support shared leadership and recognition. The lowest, though relatively high, was “provides support and encouragement to help teachers overcome challenges” (M = 6.52, SD = 0.61), that point to a slightly lesser emphasis on proactive emotional or logistical support.

Cagang (2024) and Nonong (2022) affirm related results to the empowering of teachers and building trust to significantly enhance ALS program implementation and teacher effectiveness. Likewise, studies by Baccal & Ormilla (2021) and Villaber (2023) also underscore the vital role of supportive leadership and stakeholder engagement in overcoming challenges like lack of materials, curriculum issues, and teacher shortages. The observed consistency “Exceptionally Innovative” ratings across all items indicate high levels of trust, delegation, and empowerment, all of which are essentials to sustaining motivation and innovation in education (Dalisay et al. 2021).

In brief, ALS Focal Persons demonstrate strong innovative leadership empowered by trust, shaped by work environment where teachers are respected, supported, and encouraged to lead. These practices are essentials to achieve success in the implementation of ALS program and to foster educational equity. To sustain this, leaders are encouraged to focus on structured support system to ALS teachers and maintain high level of trust and recognition to subordinates.

*Innovative Leadership Practices of ALS Focal Persons in terms of Collaborative Mindset*

Table 4 presents the data on the innovative leadership practices of ALS Focal Persons in terms of collaborative mindset.

TABLE 4. Innovative Leadership Practices of ALS Focal Persons in terms of Collaborative Mindset

Criteria	Mean	SD	Remarks	Verbal Interpretation
Actively seeks input from diverse stakeholders to co-develop effective learning strategies	6.52	0.63	Strongly Agree	Exceptionally Innovative
Prioritizes open communication and transparency in all collaborative efforts	6.57	0.61	Strongly Agree	Exceptionally Innovative
Demonstrates flexibility in adapting to the needs and suggestions of community partners	6.57	0.64	Strongly Agree	Exceptionally Innovative
Builds strong networks to facilitate resource-sharing and joint initiatives for ALS learners	6.53	0.64	Strongly Agree	Exceptionally Innovative
Ensures that all voices, including learners, educators, and community members, are valued in decision-making	6.54	0.62	Strongly Agree	Exceptionally Innovative
Actively promotes a culture of mutual respect and cooperation among ALS implementers and stakeholders	6.55	0.62	Strongly Agree	Exceptionally Innovative
Leverages collective expertise to drive continuous improvement in ALS program implementation	6.57	0.60	Strongly Agree	Exceptionally Innovative
<b>OVERALL MEAN</b>	<b>6.55</b>			
<b>SD</b>	<b>0.62</b>			
<b>Verbal interpretation</b>	<b>Exceptionally Innovative</b>			

Table 4 exhibits ALS Focal Persons highly collaborative leadership style, with an overall mean of 6.55 and a standard deviation of 0.62, remarked as Exceptionally Innovative. Notable statements include “prioritizes open communication and transparency” and “leverages collective expertise to drive continuous improvement” at 6.57 respectively which speaks for the EPS’s commitment to shared decision-making and continuous growth. Contrasting results of slightly lower yet still relevant was noted in “actively seeks input from diverse stakeholders” (M = 6.52, SD = 0.63), which indicate minor changes in how widely stakeholder feedback is applied.

A group of researchers have related findings to collaboration and distributed leadership which are tantamount to innovation across schools (Mavri et al. (2023)). Another group of researchers affirm that visionary and inclusive leadership stem in trust and cooperation are crucial to successful educational reform relative to diverse learners like those in ALS (Cordova & Nacario, 2024 & Groenewald et al., 2023). Also, high recorded mean scores in all indicators imply that ALS Focal Persons effectively uphold these principles which reinforce a shared culture of mutual respect and collective problem-solving.

Still other researchers affirm the vital roles of stakeholders' involvement in promoting positive attitude and as well as employing collaborative practices which are deemed significant to enhance the ALS program outcomes, in particular to address problems like scarcity of resources and lack of community engagement.

Taken things together, ALS Focal Persons manifest strong collaborative leadership which are effective in stakeholders' engagement that promote collective inputs and shared decision-making. This is an inclusive approach that demonstrates transparency, adaptability, and shared ownership of ALS initiatives as key factors to sustain and impact ALS programs. It calls for continued reinforcement of open communication and stakeholders' engagement through trust, resource mobilization, and long-term success in ALS implementation across programs.

*Innovative Leadership Practices of ALS Focal Person in terms of Continuous Improvement*

Table 5 enumerates the data on the innovative leadership practices of ALS Focal Person in terms of continuous improvement.

Table 5 describes the ALS Focal Persons as Exceptionally Innovative as to fostering continuous improvement, with an overall mean of 6.52 and a standard deviation of 0.63. The highest-rated indicator is "participates in professional development activities to improve their leadership skills" (M = 6.57, SD = 0.60), which is tantamount to strong commitment to self-improvement and leadership growth. Meanwhile, items such as "prioritizes updating learning materials", "supports pilot projects", and "seeks feedback" all share slightly lower but consistent mean scores (6.49), that signify room for program enhancement through innovation and responsiveness.

Sarong (2023) and Estacio and Estacio (2022) attest to the findings by stressing that innovation prospers in learning environment in which leaders are expected to promote reflective practice, experimentation, and evidence-based adjustments. In similar vein, Abella et al. (2024) emphasize that a nurtured learning culture is essential to program dynamics needed by ALS leaners and their communities.

According to Villaber (2023) and Nonong (2022), the main factors in achieving successful results from ALS programs are ongoing professional development, curriculum revision, and context responsiveness.

Therefore, it tells that ALS Focal Persons are expected to lead with a strong focus on professional growth, which would reflect to teaching and improved program management.

Consistency on the innovation can be seen through feedback mechanism and benchmarking activity nurture by a culture of accountability and commitment to excellence of the ALS educational leaders. To achieve sustainability, ALS Focal Persons are encouraged to constantly refine their practices and be more stakeholder-drive evaluators. In this way, continuous improvement relative to achievement of long learn goal becomes sustainable.

TABLE 5. Innovative Leadership Practices of ALS Focal Person in terms of Continuous Improvement

Criteria	Mean	SD	Remarks	Verbal Interpretation
Regularly evaluates the effectiveness of ALS programs and recommends improvements	6.54	0.62	Strongly Agree	Exceptionally Innovative
Encourages us to reflect on teaching practices and adapt them as necessary	6.56	0.60	Strongly Agree	Exceptionally Innovative
Participates in professional development activities to improve their leadership skills	6.57	0.60	Strongly Agree	Exceptionally Innovative
Prioritizes updating learning materials and teaching strategies to remain relevant	6.49	0.66	Strongly Agree	Exceptionally Innovative
Supports the implementation of pilot projects to test innovative approaches	6.49	0.63	Strongly Agree	Exceptionally Innovative
Benchmarks ALS practices against other programs to identify areas for improvement	6.49	0.66	Strongly Agree	Exceptionally Innovative
Seeks feedback from teachers, learners, and stakeholders to refine program delivery	6.49	0.63	Strongly Agree	Exceptionally Innovative
<b>OVERALL MEAN</b>	<b>6.52</b>			
<b>SD</b>	<b>0.63</b>			
<b>Verbal interpretation</b>	<b>Exceptionally Innovative</b>			

*Innovative Leadership Practices of ALS Focal Person in terms of Effective Communications*

Table 6 provides the data on the innovative leadership practices of ALS Focal Person in terms of effective communications.

The table exemplifies that ALS Focal Persons are perceived as Exceptionally Innovative communicators, with an overall mean of 6.55 and a standard deviation of 0.61. The highest-rated indicators "provides clear and timely instructions" and "keeps stakeholders informed"—both score 6.57, indicates the ALS Focal persons' strength in clarity and information dissemination.

Relatively lower but still high ratings are seen in "fostering open communication" and "effective use of channels", respectively rated 6.51–6.52 that signifies a consistently strong but adjustable approach to inclusive communication strategies.

Cordova and Nacario (2024) validate the findings by emphasizing that effectiveness of school leadership centers on transparent communication and strong stakeholder

engagement. Also, Mavri et al. (2023) stress out that open communication increase collaboration, trust, and innovation, particularly in decentralized or alternative education systems like ALS.

TABLE 6. Innovative Leadership Practices of ALS Focal Person in terms of Effective Communications

Criteria	Mean	SD	Remarks	Verbal Interpretation
Provides clear and timely instructions regarding ALS goals and activities	6.57	0.6	Strongly Agree	Exceptionally Innovative
Ensures that ALS teachers and stakeholders are well-informed about program updates	6.57	0.61	Strongly Agree	Exceptionally Innovative
Actively listens to the concerns and suggestions of ALS teachers	6.55	0.64	Strongly Agree	Exceptionally Innovative
Fosters open and transparent communication within the ALS team	6.51	0.62	Strongly Agree	Exceptionally Innovative
Uses various communication channels effectively to reach teachers and stakeholders	6.52	0.62	Strongly Agree	Exceptionally Innovative
Organizes regular meetings to ensure alignment and collaboration among team members	6.56	0.58	Strongly Agree	Exceptionally Innovative
Provides constructive feedback to ALS teachers to improve their performance	6.56	0.62	Strongly Agree	Exceptionally Innovative
<b>OVERALL MEAN</b>	<b>6.55</b>			
<b>SD</b>	<b>0.61</b>			
<b>Verbal interpretation</b>	<b>Exceptionally Innovative</b>			

Similarly, Dalisay et al. (2021) observed that effective communication among ALS implementers positively influences program delivery, advocacy, and mobilization. Consuelo (2021) reiterated this through constant follow-ups, community dialogue, and stakeholder updates improve program acceptability and responsiveness.

To wrap up, ALS Focal Persons deliver highly effective and innovative communication practices that are supportive, transparent, cohesive, and responsive to the needs of stakeholders. Findings align with the regular, clear, and multi-channel communication which are crucial in boosting the ALS framework. It likewise calls for a continued to inclusive dialogue and feedback mechanisms will sustain innovation and trust within ALS communities to empowers teachers and adult learners.

Table 7 shows the data on the innovative leadership practices of ALS Focal Persons in terms of inclusive leadership.

Data reveals ALS Focal Persons as Exceptionally Innovative in practicing inclusive leadership, with an obtained overall mean of 6.57 and a standard deviation (SD) of 0.59. The mean scores reflect a strong consensus that EPSs uphold equity, diversity, and participation in their leadership roles. Notably, the highest-rated criteria “ensures ALS programs

address marginalized groups” and “advocates for gender equality” respectively received mean of 6.60 which indicates a strong commitment to social justice.

TABLE 7. Innovative Leadership Practices of ALS Focal Persons in terms of Inclusive Leadership

Criteria	Mean	SD	Remarks	Verbal Interpretation
Ensures that ALS programs address the needs of diverse learners, including marginalized groups	6.60	0.63	Strongly Agree	Exceptionally Innovative
Promotes inclusivity and equity in all aspects of the ALS program	6.58	0.58	Strongly Agree	Exceptionally Innovative
Advocates for gender equality and equitable participation in ALS activities	6.60	0.56	Strongly Agree	Exceptionally Innovative
Involves community stakeholders in decision-making processes related to ALS implementation	6.51	0.59	Strongly Agree	Exceptionally Innovative
Adapts programs to accommodate the specific needs of learners with disabilities or special needs	6.53	0.60	Strongly Agree	Exceptionally Innovative
Advocates for policies and practices that promote inclusivity in ALS	6.58	0.59	Strongly Agree	Exceptionally Innovative
Respects and values the cultural diversity of the communities served by ALS	6.57	0.58	Strongly Agree	Exceptionally Innovative
<b>OVERALL MEAN</b>	<b>6.57</b>			
<b>SD</b>	<b>0.59</b>			
<b>Verbal interpretation</b>	<b>Exceptionally Innovative</b>			

The SD of 0.59 signifies low variability in responses which means most EPSs consistently agreed on the presence of inclusive practices. It demonstrates a consistent leadership style throughout all sectors and demonstrates the stability and dependability of their inclusive strategies.

Similar to the findings, Brooks and Brooks (2019) agree that culturally responsive leadership is built by trust and equity in diverse learning environments. In support to the findings, Tendero (2023) points out the importance of adapting educational leadership to local contexts to ensure inclusive outcomes.

Other studies like those of Consuelo (2021) and Baccal and Ormilla (2021) back up the results, citing that inclusive practice in ALS, such as gender sensitivity, stakeholder participation, and accommodation of special needs are driving forces towards stronger community support and improved learner outcomes.

In short, ALS Focal Persons convey highly consistent and strong inclusive leadership practices. The low SD underscores shared values and standardized implementation, which equates to the program equity and learner empowerment. Thus, it calls for more efforts to engage stakeholders’ participation and continued sensitivity to diverse learner. In this way, it strengthens the role of ALS EPSs as transformative and equitable educational leaders.

Table 8 summarizes the practices of the Focal Persons on innovative leadership.

TABLE 8. Composite Table on the Practices of ALS Focal Persons on Innovative Leadership

Sub-variables of Innovative Leadership	Overall Mean	SD	Remarks	Verbal Interpretation
Future-oriented Leadership	6.49	0.63	Strongly agree	Exceptionally Innovative
Capability and Open-Mindedness	6.55	0.61	Strongly agree	Exceptionally Innovative
Empowerment and Trust	6.57	0.60	Strongly agree	Exceptionally Innovative
Collaborative Mindset	6.55	0.62	Strongly agree	Exceptionally Innovative
Continuous Improvement	6.52	0.63	Strongly agree	Exceptionally Innovative
Effective Communications	6.55	0.61	Strongly agree	Exceptionally Innovative
Inclusive Leadership	6.57	0.59	Strongly agree	Exceptionally Innovative
<b>Overall Mean</b>	<b>6.54</b>			
<b>SD</b>	<b>0.61</b>			
<b>Verbal Interpretation</b>				<b>Exceptionally Innovative</b>

Table 8 highlights that ALS Focal Persons demonstrate exceptionally innovative leadership across all seven sub-variables. The obtained overall mean rating of 6.54 with a standard deviation (SD) of 0.61 signifies strong and consistent agreement among respondents regarding the EPS’s leadership practices. The highest-rated dimensions are Empowerment and Trust and Inclusive Leadership (both with a mean of 6.57), indicating that ALS Focal Persons excel in building trust, encouraging participation, and promoting equity and inclusion. Meanwhile, Future-oriented Leadership has the lowest, yet still high, mean of 6.49 reflects a strong ability to lead with vision and direction.

The low SD values across all sub-variables that ranges from 0.59 to 0.63 reflects minimal variation in responses, reinforcing the reliability of the ratings. These findings are aligned with empirical studies which underscore the importance of innovation, collaboration, communication, inclusivity, and empowerment in educational leadership (Jassim, 2024; Brooks & Brooks, 2019; Mavri et al., 2023). In essence, the data prove that ALS Focal Persons are perceived as highly competent and forward-thinking leaders, whose practices support the continuous improvement and effectiveness of the ALS program.

*Availability of Physical Aspect of the Community Learning Environment*

The availability of the physical aspect of the community learning environment serves as a critical independent variable in this study, influencing the accessibility and quality of educational experiences for learners. This encompasses factors such as the presence of safe and adequate facilities, resources, and infrastructure, which collectively shape the environment in which community members engage in learning activities. Understanding how these physical attributes impact educational outcomes is essential for developing effective strategies to enhance the initiatives of the ALS program

The following is the presentation of the findings on describing the physical aspect of the community learning environment in terms of community set-up, safety and security, accessibility on infrastructure for basic utilities, internet and communication facilities and health and sanitation facilities.

Table 9 presents the findings on the availability of the physical aspect of the community learning environment in terms of community set-up. Generally, the respondents agree on the availability of the physical set-up of the ALS community as indicated by the mean = 5.59

TABLE 9. Availability of the Physical Aspect of the Community Learning Environment in terms of Community Set-up

Criteria	Mean	SD	Remarks	Verbal Interpretation
The CLC... ...has sufficient classroom space to accommodate learners comfortably	5.62	1.02	Agree	Almost Fully Available
...is conducive to teaching and learning activities	5.68	1.01	Agree	Almost Fully Available
...is equipped with appropriate furniture, such as tables and chairs, for learners and teachers	5.45	1.10	Agree	Almost Fully Available
...has designated spaces for teaching, storage, and administrative tasks.	5.32	1.19	Agree	Almost Fully Available
...is well-maintained and kept clean at all times	5.83	0.94	Agree	Almost Fully Available
...has adequate lighting and ventilation	5.66	1.05	Agree	Almost Fully Available
...has visible markers or signage identifying the ALS community learning center	5.56	1.12	Agree	Almost Fully Available
<b>OVERALL MEAN</b>	<b>5.59</b>			
<b>SD</b>	<b>1.06</b>			
<b>Verbal Interpretation</b>				<b>Almost Fully Available</b>

Table 9 gives a full picture of the Community Learning Center (CLC)'s physical environment, including how it is set up for the community, which is an important part of a good and accessible learning environment. The average score of 5.59, with a standard deviation of 1.06, matches the verbal meaning of “Almost Fully Available.” This means that while many of the important physical parts of the CLC are there and working, there is still room for improvement to better meet the needs of teachers and students.

The cleanliness and upkeep of the CLC got the highest average score of 5.83 out of all the criteria looked at. This means that the learning centers are generally well-kept and provide a clean space for both teaching and learning. This is a good sign for the administrative and support systems that are in place to keep the building up to date. Lombo and Subban (2024) studied the educational infrastructure in rural areas of the Eastern Cape Province and found that the physical upkeep of schools is often not done well in areas with few resources, which hurts student performance. The relatively high rating in this area shows that ALS Focal Persons has done things to avoid making the same mistakes.

The next most important factor is how well the CLC supports teaching and learning activities, which got an average score of 5.68. This means that the centers' overall layout and atmosphere are good for teaching. This is in line with what Kokko and Hirsto (2021) found, which stressed that well-designed physical spaces are an important part of making schools into active learning environments.

Other physical factors, like lighting and ventilation (mean = 5.66) and having enough space in the classroom (mean = 5.62), also got fairly high scores. Barri (2020) says that these things are important for making students feel comfortable and engaged, which are two of the most important things that affect how they feel about their learning environment.

But some areas scored lower, which shows that they need to be improved. The lowest average score, 5.32, was for the availability of designated spaces for teaching, storage, and administrative tasks. This could mean that there are problems with the space or that there aren't enough organized areas in the CLC for certain tasks. The right furniture (mean = 5.45) and visible signs or markers identifying the ALS center (mean = 5.56) were also mentioned as areas that are available but not yet at their best. These gaps show how important it is to put more money into infrastructure to make the community more functional and visible.

In brief, the results show that the community learning environment in ALS Focal Person's area is mostly good but not quite perfect yet. The physical learning environment would be even better if furniture was more comfortable, functional spaces were clearly marked, and there were clear visual identifiers for the CLCs.

These observations fit with other concerns that have been raised in the literature about fairness in infrastructure, especially in non-formal and alternative education settings. The ALS's mission is to close educational gaps to make sure that all environments are fully functional and focused on the needs of the learners.

*Availability of the Physical Aspect of the Community Learning Environment in terms of Safety and Security*

Table 10 presents the findings on the availability of the physical aspect of the community learning environment in terms of safety and security.

The table describes how safe and secure the Community Learning Centers (CLCs) are under the Alternative Learning System (ALS). The results show an average of 5.53 and a standard deviation of 1.13, which means that the data is "Almost Fully Available." This means that most safety and security measures are in place, but some areas still need to be improved to make sure that both students and teachers have a safe and supportive learning environment.

The location of the CLCs in safe and secure areas got the highest score, with a mean score of 6.06. This strong agreement suggests that most people think the places chosen for learning centers are safe, which is important for keeping learners and staff engaged and coming to class. This finding is in line with Miller's (2023) work, which stressed how important it is to have a safe, student-centered environment as a key part of effective alternative education.

In the same way, features like the lack of physical hazards (M = 5.71), the availability of lighting and emergency exits (M = 5.55), and design elements that deal with natural disasters (M = 5.52) also got good ratings. These things help keep the learning spaces safe, which is in line with Suraini and Aziz's (2023) synthesis, which said that good learning environments must go beyond looks and serve long-term educational and safety purposes.

TABLE 10. Availability of the Physical Aspect of the Community Learning Environment in terms of Safety and Security

Criteria	Mean	SD	Remarks	Verbal Interpretation	
The CLC...					
...is located in a safe and secure area	6.06	0.85	Agree	Almost Available	Fully Available
...has provisions for securing the facility after school hours (e.g., locks, gates).	5.65	1.08	Agree	Almost Available	Fully Available
...has emergency exits and protocols are clearly defined and accessible	5.55	1.07	Agree	Almost Available	Fully Available
...is free from hazards that could pose risks to learners or teachers	5.71	1.04	Agree	Almost Available	Fully Available
facility includes basic first aid kits and resources for emergencies	4.96	1.36	Somewhat Agree	Generally Available	
...has security personnel or community volunteers provide regular monitoring of the area	5.22	1.40	Somewhat Agree	Generally Available	
...is designed to ensure the physical safety of learners and staff during natural disasters (e.g., floods, earthquakes).	5.52	1.11	Agree	Almost Available	Fully Available
<b>OVERALL MEAN</b>	<b>5.53</b>				
<b>SD</b>	<b>1.13</b>				
<b>Verbal Interpretation</b>	<b>Almost Fully Available</b>				

There were, however, two areas that did not meet the "Almost Fully Available" standard. These were the presence of first aid kits and emergency supplies (M = 4.96) and the availability of security personnel or community volunteers for regular monitoring (M = 5.22). These indicators were rated as "Generally Available," which means that there are gaps in emergency preparedness and routine security that could put learners and staff at risk of harm that could be avoided. Flores' (2022) study found the same thing: that a lack of resources and limited support from local government units were major problems that made it hard to implement ALS.

Another important part is having locks, gates, and other security features available after school, which got a low score of 5.65. This is labeled as "Almost Fully Available," but it shows a place where more money could be put into CLCs to make them more stable in the long run, especially in places where theft or vandalism is common.

The results also fit with a larger trend found by Kuuskorpi and González (2023) and Baars et al. (2022): the design of physical learning spaces needs to change along with changes in teaching methods. Their research supports the idea that teachers and students should be involved in making learning

environments that are safe and flexible. Using these ideas in ALS settings might help with some of the structural problems that were found in this study.

In conclusion, the safety and security measures of CLCs under ALS Focal Person II are mostly good, but there are clear areas that need to be improved, especially when it comes to being ready for emergencies and keeping an eye on security all the time. Working with local governments, community groups, and health and safety agencies to fill in these gaps could greatly improve the quality and long-term viability of ALS centers. This would help meet the changing needs of students and support the larger goal of providing fair and effective alternative education in the Philippines.

TABLE 11. Availability of the Physical Aspect of the Community Learning Environment in terms of Accessibility on Infrastructure for Basic Utilities

Criteria	Mean	SD	Remarks	Verbal Interpretation
The CLC ...				
...has a reliable and consistent supply of electricity	5.60	1.34	Agree	Almost Fully Available
...has clean and potable water is available within or near the learning center	5.45	1.29	Agree	Almost Fully Available
...is accessible by reliable modes of transportation for both teachers and learners	5.82	1.05	Agree	Almost Fully Available
...has adequate natural or artificial lighting in the CLC for daily activities	5.76	1.01	Agree	Almost Fully Available
...Is easily reachable by learners from various communities	5.87	1.03	Agree	Almost Fully Available
...has backup systems (e.g., generators) are available in case of utility disruptions.	4.17	1.85	Neutral	Partially Available
...has infrastructure that supports smooth delivery of teaching and learning activities	5.50	1.08	Agree	Almost Fully Available
<b>OVERALL MEAN</b>	<b>5.45</b>			
<b>SD</b>	<b>1.24</b>			
<b>Verbal Interpretation</b>	<b>Almost Fully Available</b>			

Table 11 displays the results regarding the availability of the physical aspects of the community learning environment, specifically in relation to the accessibility of infrastructure for basic utilities.

Table 11 emphasizes how easy it is to get to and use basic utilities in the physical learning spaces of Community Learning Centers (CLCs) that are part of the Alternative Learning System (ALS). The data show an overall mean of 5.45 and a standard deviation of 1.24, which is the same as the verbal interpretation “Almost Fully Available.” This means that, in general, both students and teachers think that the infrastructure that supports basic utilities in the learning environment is good enough, even though there are still some problems.

The most important factors were how easy it was for both teachers and students to get to the learning centers (mean = 5.87) and how easy it was for people from different communities to get there (mean = 5.82). These results show

that CLCs have a good site selection and a fairly strong transportation network. Easy access to learning centers is very important for getting people to show up regularly and making sure everyone feels welcome, especially in rural or geographically isolated areas. Ali (2017) and Wayas & Dinoro (2023) both said that physical access is a key factor in getting learners to participate, especially among groups that are often left out or not given enough attention.

The data also reflect that people think the CLCs have good lighting, both natural and artificial (M = 5.76), and that they always have electricity (M = 5.60). These utilities are necessary for keeping a good learning environment, especially when it comes to delivering digital or modular instructional materials. Suraini and Aziz (2023) and Kuuskorpi and González (2023) both stress the importance of having working lights, air conditioning, and electricity in order to create effective and welcoming learning environments.

Another important utility, clean and drinkable water, got a slightly lower score (M= 5.45), but it was still in the “Almost Fully Available” category. Access to water is necessary not only for basic hygiene and sanitation, but also for making a learning environment that supports health. The results show that there is basic water infrastructure in place, but its reliability and distance from people may be different in different places.

One item that stands out in the data is the one about backup systems in case of utility outages. It got the lowest average score of 4.17 and a standard deviation of 1.85, which means it was “Partially Available.” This shows that most learning centers don’t have backup plans like generators or other sources of energy. Flores (2022) said that the lack of resources was a major problem in implementing ALS, and the lack of resilient infrastructure could cause major problems in delivering learning during power outages or extreme weather events.

The infrastructure that helps teaching and learning go smoothly got an average score of 5.50, which is still in the “Almost Fully Available” range. This means that most centers are working, but there is still room for improvement, especially when it comes to making sure that the facilities can be used for modern teaching methods and for differentiated instruction, as Baars et al. (2022) and Wolff (n.d.) stress. These studies call for infrastructure that meets the needs of 21st-century education, such as safety, comfort, flexibility, collaboration, and digital integration.

Summing up, the basic utilities in CLCs’ physical environments are generally good for teaching and learning. But the data also show weaknesses, especially in backup systems, that could make it hard to keep things running smoothly during emergencies or when infrastructure breaks down. To fill this gap, we will need to make smart investments in utility resilience, which could mean working with local governments or NGOs. This would make ALS delivery more sustainable and fairer which would lead to better learner outcomes and more inclusive education.

Table 12 presents the findings on the availability of the physical aspect of the community learning environment in terms of internet and communication facilities.

The table manifests how well the internet and communication facilities in Community Learning Centers (CLCs) under the Alternative Learning System (ALS) are available and reliable.

TABLE 12. Availability of the Physical Aspect of the Community Learning Environment in terms of Internet and Communication Facilities.

Criteria	Mean	SD	Remarks	Verbal Interpretation
The CLC...				
...is equipped with internet access for teaching and administrative use.	4.56	1.77	Somewhat agree	Generally Available
...has online resources and learning materials that the teachers can access	4.96	1.55	Somewhat agree	Generally Available
...communication facilities, such as phones or mobile networks, are functional and reliable	5.34	1.30	Agree	Almost Fully Available
...has devices (e.g., computers or tablets) for teacher and learner use	4.45	1.88	Somewhat agree	Generally Available
...has designated spaces for digital learning and online activities	4.43	1.84	Somewhat agree	Generally Available
...has internet connectivity that supports online teaching or administrative tasks without disruption	4.53	1.72	Somewhat agree	Generally Available
...has provisions with sufficient resources to communicate with learners and stakeholders digitally	5.01	1.49	Agree	Almost Fully Available
<b>OVERALL MEAN</b>	<b>4.76</b>			
<b>SD</b>	<b>1.65</b>			
<b>Verbal Interpretation</b>	<b>Generally available</b>			

The indicators fall under the verbal interpretation “Generally Available because the mean is 4.76 and the standard deviation is 1.65. This means that even though there is basic digital infrastructure in place, it is not always reliable or good enough at all learning centers.

The communication tools that were rated the highest, with a mean score of 5.34, were phones and mobile networks. They were classified as “Almost Fully Available.”

This shows that teachers, students, and other interested parties can still talk to each other in a fairly reliable way. The resources available to support digital communication, such as ways to work with learners and stakeholders, were also rated with a mean of 5.01, which also means “Almost Fully Available.” These results are important because the ALS delivery model often depends on remote coordination and mobile outreach, especially in areas that are hard to reach or spread out.

But other parts of digital infrastructure got much lower scores. The average score for internet access for teaching and administrative use was 4.56, and the average score for internet reliability for tasks that need to be done without interruption was 4.53. These scores show that there is some connectivity, but it may not be stable, cover a wide area, or be good enough

for online classes that last all day. The standard deviations back this up even more because they show that responses varied widely, which means that conditions were different at each site.

The availability of devices like computers and tablets for students and teachers got an even lower score (M = 4.45), which suggests that there is a serious lack of access to the tech tools needed for blended or online learning. The presence of designated digital learning spaces also scored the lowest on all criteria (M = 4.43), showing that there aren't enough structured spaces for ICT-based instruction. These results support the worries that Flores (2022) and Sumawang et al. (2023) brought up about ALS implementation, especially in remote and underserved areas, where there isn't enough digital infrastructure and equipment.

Also, access to online teaching and learning materials, which was a little better (M = 4.96), still fell into the “Generally Available” category. This means that not all instructional managers or facilitators have consistent access to the most recent online resources. This limitation makes it harder for teachers to mix up their lessons and use multimedia tools that can make students more interested in learning. Kuuskorpi and González (2023) made this point when they called for technology-rich learning environments that can support flexible, student-centered approaches to education.

The results in Table 12 all point to a digital divide that still exists in many ALS community learning centers. Basic communication is possible, but the infrastructure needed for strong online learning and administrative tasks is still not fully developed. The situation is even worse because digital skills are becoming more and more important as a basic skill for the 21st century. Amigo and Amigo (2022) stressed that digital citizenship and ICT literacy are now important areas of learning for ALS students. This means that schools need to spend money on devices, internet access, and digital content.

To sum up, even though communication systems are usually available in CLCs, the problems with internet reliability, digital tools, and online learning environments show that there is an urgent need for targeted improvements. It is very important to deal with these problems in order to make sure that ALS programs are fair, flexible, and strong. This is especially true now that learning is moving toward a hybrid model. The Department of Education, local governments, and private groups could work together to get the resources they need to close these digital gaps and make the ALS infrastructure better suited to the needs of modern education.

Table 13 presents the findings on the availability of health and sanitation facilities in the physical aspect of the community learning environment. Table 13 looks at how easy it is to get to and how good the health and sanitation facilities are in Community Learning Centers (CLCs) that are part of the Alternative Learning System (ALS). The facilities are considered “Generally Available” because they have an overall mean of 5.28 and a standard deviation of 1.34. This means that even though most centers have basic sanitation and hygiene facilities, some areas could still use a lot of work.

The highest score for the criteria looked at was for promoting health awareness and good hygiene among

students, which got a score of 5.58, or “Almost Fully Available.” This shows that ALS implementers are committed to including health education in the classroom, which is important because learners may not always have easy access to public health information, especially in remote areas.

TABLE 13. Availability of the Physical Aspect of the Community Learning Environment in terms of Health and Sanitation Facilities

Criteria	Mean	SD	Remarks	Verbal Interpretation
The CLC... ...has clean and functioning restrooms for learners and teachers	5.41	1.40	Agree	Almost Fully Available
...has available basic hygiene facilities (e.g., handwashing stations with soap)	5.10	1.52	Somewhat Agree	Generally Available
...has adequately provided and maintained trash bins and waste disposal systems	5.56	1.16	Agree	Almost Fully Available
...has drinking water stations or supplies within the learning center	5.05	1.57	Somewhat Agree	Generally Available
...ensures compliance with health and sanitation standards for educational facilities	5.26	1.23	Somewhat Agree	Generally Available
...has provisions for cleaning and disinfecting the facility regularly	5.03	1.43	Somewhat Agree	Generally Available
...promotes health awareness and sanitation practices among learners	5.58	1.04	Agree	Almost Fully Available
<b>OVERALL MEAN</b>	<b>5.28</b>			
<b>SD</b>	<b>1.34</b>			
<b>Verbal Interpretation</b>	<b>Generally Available</b>			

The availability of well-maintained trash bins and waste disposal systems also got a score of 5.56, which is also known as “Almost Fully Available.” Studies like Suraini and Aziz (2023) have shown that proper waste management not only keeps things clean, but it also supports environmental education. They stressed the need to combine physical and ecological design principles in learning environments to improve both hygiene and sustainability.

The fact that there were clean and working restrooms was also seen as a good thing, with an average score of 5.41. This suggests that most students and teachers have access to basic sanitation facilities. But when you break down the other indicators, a different picture starts to show up. Handwashing stations with soap (mean = 5.10), drinking water availability (mean = 5.05), and regular cleaning and disinfection practices (mean = 5.03) were only rated as “Somewhat Agree,” which means they were “Generally Available.” These scores show that hygiene practices aren't always followed and that basic health-supporting amenities aren't always available at ALS sites.

Additionally, the average score for following national health and sanitation standards was 5.26, which means that while efforts are being made, they may not always follow the rules. This is important because Flores (2022) found that limited resources and irregular facility maintenance were

ongoing problems that made it hard to effectively implement ALS.

The lowest-rated criterion was the availability of provisions for regular cleaning and disinfection. This is especially worrying in the context of post-pandemic education, where health and safety have become very important parts of how schools work. Miller (2023) brought up a similar worry when looking at the resource problems that alternative learning environments face, where basic health-related infrastructure is often not as good as it is in traditional schools.

Even though there were some gaps, it's interesting to note that none of the indicators fell into the “Not Available” or “Rarely Available” categories. This means that most ALS CLCs have basic health and sanitation services, but they need to be improved to meet the standards for fair and learner-friendly environments. Baars et al. (2022) point out that it is very important for physical spaces to be in line with the well-being of learners, especially in non-traditional learning systems where marginalized learners are more likely to be exposed to health and environmental risks.

Taken things together, ALS CLCs generally have health and sanitation services, differences in hygiene facilities, access to clean water, and cleaning procedures show that there are problems with the system that need to be fixed. Investing in these areas is important not just for keeping the learning environment safe, but also for keeping students comfortable, dignified, and interested in learning. A strategic partnership between the Department of Education, local government units, and community members can make sure that all students, no matter where they come from, can learn in safe, clean, and health-conscious places.

TABLE 14. Composite Table on Availability of the Physical Aspect of the Community Learning Environment

Physical Aspects of Community Learning Environment	Overall Mean	SD	Remarks	Verbal Interpretation
Community set-up	5.59	1.06	Agree	Almost Fully Available
Safety and Security	5.53	1.13	Agree	Almost Fully Available
Accessibility on Infrastructure for Basic Utilities	5.45	1.24	Agree	Almost Fully Available
Internet and Communication Facilities	4.76	1.65	Somewhat agree	Generally Available
Health and Sanitation Facilities	5.25	1.34	Agree	Almost Fully Available
<b>Overall Mean</b>	<b>5.32</b>			
<b>SD</b>	<b>1.28</b>			
<b>Verbal Interpretation</b>	<b>Almost Fully Available</b>			

Table 14 summarizes the findings on availability of the physical aspect of the community learning environment

Table 14 gives a summary of how available the physical aspects are in the Community Learning Environment (CLE) of the Alternative Learning System (ALS). The average score of 5.32 with a standard deviation of 1.28 shows that the physical learning environment is “Almost Fully Available” in all areas

that were looked at. This means that there are usually basic infrastructure and facilities, but the quality and consistency of these physical provisions can vary.

Out of the five main physical aspects looked at, community set-up had the highest average score of 5.59, followed closely by safety and security with 5.53. These results show that ALS centers can mostly give students structured, organized spaces that are safe and good for learning. These conditions are in line with what Ali (2017) and Wolff (n.d.) said, which stressed that a safe and supportive physical learning environment is very important for keeping students interested and doing well in school.

The availability of health and sanitation facilities also got a mean score of 5.25, which means “Almost Fully Available.” This area is still mostly acceptable, but it is still very important because ALS learners are especially vulnerable to health problems in post-pandemic settings. Flores (2022) and Miller (2023) both talk about how important it is to keep up with hygiene and sanitation for the health of learners, which has a direct effect on attendance and retention.

The centers got an average score of 5.45 for how easy it was to get to basic services like electricity, water, and transportation. This shows that people can get to important services most of the time, but some things, like emergency backups and access to clean water, are still not always available, as previous studies have shown. Accessibility is very important, especially for students from rural or underserved areas. This means that these services must be both reliable and long-lasting.

The Internet and Communication Facilities domain, on the other hand, had the lowest score, with a mean of 4.76, which means “Generally Available.” This finding shows that ALS CLCs are not very ready for the digital world. There are communication tools and some internet access, but there aren't many devices, stable internet, or digital learning spaces available. This worry is in line with what Kuuskorpi and González (2023) and Baars et al. (2022) have found around the world. They stress that digital infrastructures must be strong in 21st-century learning environments in order to stay relevant and open to everyone.

The low score in this area also shows that there is still a digital divide in many alternative education settings. As education becomes more digital, it is important for ALS learners to be able to access and use online resources in order to have equal learning opportunities. Amigo & Amigo (2022) made it clear that teaching students how to be good digital citizens and use technology well requires more than just good teachers. It also requires access to the right tools and spaces.

To bring it all together, the physical environment of ALS Community Learning Centers is mostly good, but the fact that access to the internet and communication technologies is not always the same shows that this is an area that needs to be improved right away. ALS will continue to provide accessible, inclusive, and future-ready learning environments for all its students by improving its digital infrastructure and keeping up the safety, health, and community standards it has already set.

*Level of Alternative Learning System Program Outcomes*

The following presents the findings of the evaluation of the Alternative Learning System (ALS) program, focusing on its outcomes in relation to the roles of the ALS Focal Person - Education Program Supervisor (EPS) and the Education Program Specialist for ALS (EPSA II). Through these, it is aimed to analyze the status of the ALS program in promoting equitable access to education and enhancing learning outcomes for marginalized learners.

This evaluation focused on the sub-variable of the ALS program outcomes: curriculum relevance, stakeholders' engagements, assessment and evaluation, support services, policy and institutional support, accessibility and inclusivity and parents' and guardians' involvement.

TABLE 15. Level of ALS Program Outcome in terms of Curriculum Relevance (EPS)

Criteria	Mean	SD	Remarks	Verbal Interpretation
The curriculum is regularly reviewed and updated to ensure it is relevant to the current needs and realities of ALS learners	6.01	1.05	Agree	Very Evident
The ALS curriculum includes skills and knowledge that align with the demands of the local community and national development goals.	6.12	0.81	Agree	Very Evident
The curriculum is designed to be flexible enough to accommodate diverse learning needs and learning styles of ALS learners	6.10	0.82	Agree	Very Evident
EPS ensures that the ALS curriculum integrates life skills that prepare learners for real-world challenges and employment opportunities.	6.13	0.83	Agree	Very Evident
The ALS curriculum includes relevant content that bridges the gap between formal and non-formal education	6.04	0.89	Agree	Very Evident
The curriculum is designed to support learners' transition into formal education, skills development, or employment	6.09	0.79	Agree	Very Evident
Regular feedback from stakeholders is integrated into the curriculum development and review process.	5.95	0.90	Agree	Very Evident
<b>OVERALL MEAN</b>	<b>6.06</b>			
<b>SD</b>	<b>0.87</b>			
<b>Verbal Interpretation</b>				<b>Very Evident</b>

Table 15 displays the outcomes of the ALS Program in relation to the relevance of its curriculum. The findings indicate that, overall, respondents' express agreement regarding its relevance, as reflected by a mean score of 6.06. Additionally, the responses from the surveyed teachers exhibit low variability.

The table shows the evaluative data on how ALS Focal Person think the Alternative Learning System (ALS) curriculum is relevant. The average score of 6.06 and the standard deviation of 0.87 show that the ALS curriculum is "Very Evident." This means that the curriculum not only meets the needs of ALS learners in a practical way, but it also shows that it can easily adapt to changing situations and national educational goals.

The statement that the curriculum includes life skills that help students get ready for real-world challenges and job opportunities got the highest score of 6.13 out of all the indicators that were looked at. This fits with current trends in alternative education, where the focus is on employability and functional literacy rather than just academic content. This is what Egcas & Garganera (2019) and Idulsa & Luzano (2024) found. These life skills give students the tools they need to deal with both the economic and social aspects of life, filling in gaps that people who are not in school often have.

There are also signs that the curriculum meets the needs of the local community and the goals of national development (M= 6.12) and that it is flexible enough to meet the needs of all types of learners (M = 6.10). These answers show how responsive and contextualized the curriculum is, which is very important because ALS learners come from a wide range of ages, backgrounds, and previous educational experiences. Batuampar and Basmayor (2023) say that ALS students often have to deal with social and economic problems that make a learner-centered and flexible curriculum necessary. The EPS shows that the ALS framework has this quality.

Also, the curriculum's ability to help students move from informal to formal education or work was rated very highly (M = 6.09), as was its ability to connect formal and informal education (M = 6.04). These results show that the ALS curriculum has two purposes: it helps students catch up on basic or remedial education and it gives them a way to get to higher-level opportunities. Mehra et al. (2021) also found that ALS interventions can lead to big improvements in school and work when done well.

It is interesting that the indicator with the lowest mean, which is still high at 5.95, is about including regular feedback from stakeholders in the curriculum review process. This score is still in the "Very Evident" range, but it could mean that there is room for more participatory governance and community involvement in this area. Kuuskorpi and González (2023) and Borja (2022) have both said that involving local communities, learners, and instructional managers in shaping curriculum content is important because it makes programs more relevant and effective.

Overall, the results in Table 15 show that ALS Focal Person thinks the ALS curriculum is very relevant, flexible, and well-aligned with both learner needs and national priorities. The "Very Evident" interpretation for all items shows that the curriculum is well-designed, regularly updated, based on what is happening in the world, and focused on outcomes. However, ongoing improvement through more collaboration with stakeholders could make it even more responsive and long-lasting.

*Level of ALS Program Outcome in terms of Stakeholders' Assessment*

Table 16 enumerates the results of the outcome of ALS Program concerning stakeholders' assessment.

TABLE 16. Level of ALS Program Outcome in terms of Stakeholders' Assessment

Criteria	Assessment		Remarks	Verbal Interpretation
	Mean	SD		
Ensures active participation of local stakeholders in the planning and implementation of ALS programs.	6.01	0.91	Agree	Very Evident
Stakeholders, including local government units and NGOs, are regularly consulted to align the ALS program with community needs.	5.99	0.92	Agree	Very Evident
Fosters strong partnerships between ALS teachers, community leaders, and local organizations to ensure the success of the program	5.98	0.87	Agree	Very Evident
Local stakeholders, including community leaders, are encouraged to contribute resources to the ALS program	6.02	0.90	Agree	Very Evident
Ensures that there are clear communication channels between the ALS program and various stakeholders	6.03	0.84	Agree	Very Evident
Stakeholders' feedback is regularly collected and used to improve the quality of the ALS program	5.95	0.97	Agree	Very Evident
Promotes stakeholder ownership by involving them in the decision-making process regarding ALS activities and strategies	5.94	0.97	Agree	Very Evident
<b>OVERALL MEAN</b>	<b>5.99</b>			
<b>SD</b>	<b>0.91</b>			
<b>Verbal Interpretation</b>				<b>Very Evident</b>

The findings reveal that, in general, respondents demonstrate agreement regarding stakeholder engagement in relation to the ALS program, as evidenced by a mean score of 5.99. Furthermore, the responses from the participating teachers show low variability.

Table 16 describes how ALS Focal Person think about how much stakeholders were involved in putting the Alternative Learning System (ALS) program into action and evaluating it.

The results show that EPS members mostly agree on the "Very Evident" level of stakeholder participation, with a mean of 5.99 and a standard deviation of 0.91. This means that a lot of people from different fields are interested in supporting the ALS framework, especially at the community level.

One of the most important signs is the focus on keeping lines of communication open between the ALS program and stakeholders, which got the highest mean score of 6.03. This shows how important it is to be open and work together to

help people understand each other and solve problems together. Many studies, like Borja's (2022), have shown that open communication is important for building trust among stakeholders and creating a shared vision for ALS delivery.

The criteria that scored the highest were those that stressed encouraging local stakeholders to give resources (M = 6.02) and getting stakeholders involved in planning and carrying out ALS (M = 6.01). These results show that the system is dedicated to community ownership and empowerment. This is in line with Miller's (2023) findings that inclusive education settings greatly improve both program reach and effectiveness, especially in areas that are often left out.

The indicators for working with local government units and NGOs (M = 5.99) and building partnerships between ALS teachers, community leaders, and organizations (M = 5.98) also support the program's multi-sectoral approach. The lowest mean, 5.94, is for promoting stakeholder ownership through involvement in decision-making, but it is still in the "Very Evident" range. This means that people are generally involved in making decisions, but there may be room for improvement in this area. Giving stakeholders more power to make decisions could make them more committed and help the program last longer. Wayas & Dinoro (2023) make the same point in their recommendations.

Lastly, getting regular feedback from stakeholders (M = 5.95) is also seen as a key way to keep making things better. This way of adapting based on feedback makes the ALS program better able to meet the changing needs of students and communities.

In summary, the information in Table 16 shows that stakeholders are very involved in the ALS program in all areas. ALS Focal Person is very important for getting people involved in the community, building partnerships, and making sure that stakeholder input is actively sought and used. This kind of collaborative governance not only makes the program work better, but it also makes sure that it stays connected to the social and cultural realities of the communities it serves.

*Level of ALS Program Outcome in terms of Assessment and Evaluation*

Table 17 displays the results of the ALS Program pertaining to assessment and evaluation. The findings indicate that, overall, respondents express agreement regarding the assessment and evaluation related to the outcomes of the ALS program, as reflected by a mean score of 6.05. Additionally, the responses from the participating teachers exhibit low variability.

Table 17 shows what ALS Focal Person think about how well the Alternative Learning System (ALS) program is using assessment and evaluation methods.

The results show that the program outcomes in this area are rated as "Very Evident," with a mean of 6.05 and a standard deviation of 0.88. This shows that the ALS structure's assessment tools are very reliable and people are happy with them.

The criterion that ALS Focal Person makes sure the ALS assessment process is clear, fair, and in line with national standards got the highest average score of 6.16 among the

individual indicators. This shows a strong commitment to holding schools accountable and making sure that all students have the same access to education. This result is in line with what Amigo and Amigo (2022) found in their study on validated learning domains. They stressed how important it is to standardize assessments so that all learners are evaluated fairly and thoroughly.

TABLE 17. Level of ALS Program Outcome in terms of Assessment and Evaluation

Criteria	Mean	SD	Remarks	Verbal Interpretation
Ensures that assessment tools used in ALS are comprehensive and reflect both the cognitive and non-cognitive aspects of learning.	6.04	0.90	Agree	Very Evident
Regular assessments are conducted to measure the academic progress and development of ALS learners	6.01	0.89	Agree	Very Evident
Implements formative and summative evaluations to track learners' achievements and areas for improvement.	5.97	0.89	Agree	Very Evident
Teachers are provided with clear guidelines and training on how to effectively assess ALS learners' progress.	6.09	0.84	Agree	Very Evident
The results from learner assessments are used to make necessary adjustments in teaching strategies and curriculum content	6.00	0.93	Agree	Very Evident
Ensures that the ALS assessment process is transparent, fair, and aligned with national standards	6.16	0.84	Agree	Very Evident
Assessment results are communicated to learners and used to guide their learning journey	6.05	0.90	Agree	Very Evident
<b>OVERALL MEAN</b>	<b>6.05</b>			
<b>SD</b>	<b>0.88</b>			
<b>Verbal Interpretation</b>				<b>Very Evident</b>

Also, the result that teachers get clear instructions and training on how to effectively assess ALS learners' progress got a high mean of 6.09. This shows how important it is for ALS teachers to build their skills so that assessments are not only technically correct but also good for teaching. Sumawang et al. (2023) also found this to be true. They said that ALS teachers get a lot of training to meet the needs of the non-formal learning environment.

Next is the understanding that learners get feedback on their assessments and that this feedback helps them plan their learning (M = 6.05). This shows a learner-centered approach, where evaluation is used not just to give grades but also to help students get better all the time. Using tests to make changes to teaching methods and curriculum content as

needed (M = 6.00) supports this flexible model of instruction, which encourages teachers to respond to students’ real needs and performance trends.

The data also show that ALS Focal Person makes sure that regular assessments are done (M = 6.01) and that formative and summative evaluations are used (M = 5.97) to keep track of what students are doing well and what they need to work on. These are the most important things to do for effective educational planning and intervention. Flores (2022) says that not having or following these kinds of rules can hurt the quality of ALS implementation, especially in areas that do not have enough resources.

The indicator on complete assessment tools can measure both cognitive and non-cognitive aspects of learning (M = 6.04), shows that education should be seen as a whole. This fits with the call for broader educational outcomes, such as life skills, that Ali (2017) made and that 21st-century educational frameworks support.

In other words, the results show that EPS believes that the ALS program’s assessment and evaluation practices are consistently used and work well. These practices not only protect the integrity of the learning process, but they also make sure that learners get help by being monitored and getting feedback on time. The ALS program improves its ability to give high-quality, student-centered education to a wide range of underserved groups by promoting openness, professional growth, and responsiveness.

*Level of ALS Program Outcome in terms of Support Services*

Table 18 underscores the results of the outcome of ALS Program concerning support services. The table shows how the ALS Focal Person feels about the availability and usefulness of the support services offered by the Alternative Learning System (ALS).

The data shows that the level of support services is rated as “Very Evident,” with a mean of 5.75 and a standard deviation of 1.08. This shows that most people who answered agreed that these services were good enough and useful for ALS learners.

The average score for the provision of academic support services, like tutoring and access to learning materials, was 6.00, which was the highest score overall. This means that ALS Focal Persons are successfully making sure that direct educational help is available, which is very important for closing learning gaps between ALS participants.

This result is in line with what Flores (2022) said about ALS: that a lack of materials has always been one of the biggest problems, and that any effort to provide such support is both timely and needed.

The next two items are about helping students move into formal education, skills training, or work (M= 5.97) and working with other sectors to get rid of learning barriers like poverty and exclusion (M = 5.94). These scores show that the program is more than just teaching students; it also focuses on their long-term growth and reintegration into society. The results back up what Egcas & Garganera (2019) said about how important it is for stakeholders to work together and for

ALS graduates to have clear paths to follow in order to improve their job prospects and quality of life.

TABLE 18. Level of ALS Program Outcome in terms of Support Services

Criteria	Mean	SD	Remarks	Verbal Interpretation
Ensures that ALS learners have access to academic support services, such as additional tutoring or learning materials	6.00	0.91	Agree	Very Evident
There are counseling and psychological support services available to learners facing personal or emotional challenges	5.70	1.16	Agree	Very Evident
Ensures that health services, including regular check-ups, are available to ALS learners	5.38	1.38	Agree	Very Evident
The ALS program provides logistical support, including transportation and meals, to ensure that learners can attend regularly	5.39	1.40	Agree	Very Evident
Works with community organizations to provide supplementary resources to support ALS learners.	5.85	0.95	Agree	Very Evident
Learners are given guidance and support for transitioning to further education, skills training, or employment	5.97	0.85	Agree	Very Evident
Collaborates with other sectors to address barriers to learning, such as poverty or social exclusion	5.94	0.94	Agree	Very Evident
<b>OVERALL MEAN</b>	<b>5.75</b>			
<b>SD</b>	<b>1.08</b>			
<b>Verbal Interpretation</b>				<b>Very Evident</b>

The average score for the indicator about working with community organizations to provide extra resources was also high, at 5.85. This shows that there is a strong connection between the ALS program and people in the community, and that everyone is responsible for helping out-of-school youth and marginalized learners. Borja (2022) and Baars et al. (2022) both said that community involvement and support from different sectors are very important for the success of ALS. This result is in line with their views.

On the other hand, items related to counseling and psychological support services (M = 5.70) and logistical help like transportation and meals (M= 5.39) had scores that were lower but still “Very Evident.” These areas seem to be the weakest parts of the support structure. This could mean that the services are not being implemented consistently in different areas or that there aren’t enough resources set aside for them. Ways & Dinoro (2023) and Mehra et al. (2021) have both pointed out similar problems, especially in rural areas where access to psychosocial support and logistical help is still lacking.

The availability of health services (M = 5.38) got the lowest score of all the indicators, but it was still seen as “Very

Evident.” This could be a sign that more work needs to be done in this area, especially since ALS learners are so weak.

Suraini & Aziz's (2023) research shows that health-related infrastructure is very important for creating a safe and comfortable learning environment, especially in alternative learning settings where formal rules are less strict.

In essence, the results in Table 18 show that ALS Focal Persons are a very important part of providing ALS learners with a complete support system that meets their academic, psychological, logistical, and transitional needs. While core services are well-established and well-regarded, the data also point out specific areas of support—especially in health and logistics—that could benefit from more consistent implementation and targeted investment. Making these areas stronger will make the ALS program even more effective and help its beneficiaries get more fair and long-lasting educational results.

*Level of ALS Program Outcome in terms of Policy and Institutional Support*

Table 19 presents the results of the outcome of ALS Program concerning policy and institutional support.

The table shows what ALS Focal Person think about how much policy and institutional support there is for the Alternative Learning System (ALS).

The responses clearly show a “Very Evident” level of institutional and policy support, with a mean of 6.05 and a standard deviation of 0.86. This means that the program implementation and supportive governance structures are very well aligned.

The item that got the most “Strongly Agree” responses was the one that said ALS follows current Department of Education policies and national laws (mean = 6.17). This shows that the ALS Focal Person trusts that the program will follow the rules and be consistent with what the institution says it should do. This observation backs up what Borja (2022) and Pimentel & Bañares (2018) found: that good alignment with national policy is essential for good ALS governance and delivery.

Providing ALS teachers with opportunities for professional development (M = 6.12) and regularly checking and evaluating how well ALS is being used (M = 6.12) are also highly rated indicators. These answers show that EPS is making a conscious effort to keep high standards of teaching and accountability, which are important for making sure that non-formal education is of good quality. This backs up what Sumawang et al. (2023) found: that ALS teachers always go through intensive training and follow national implementation guidelines, especially DO 13, s. 2019.

The indicators for advocating for more resources (M = 6.03) and working with local government units to support ALS operations (M = 6.00) also show that ALS Focal Persons are doing their part to get more resources and work together across sectors. This is in line with what Mehra et al. (2021) and Victoria (2024) wrote about the importance of LGU partnerships and making sure that funds are used correctly for program sustainability.

The ALS program’s efforts to use technology in the classroom also got high marks (M= 6.01), which shows that people are becoming more open to digital learning tools and infrastructure. This result fits with the global trend that Kuuskorpi and González (2023) talked about, which stressed how important it is to design learning spaces that keep up with digital change. Combining technology is no longer a choice; it's a must for making education more resilient and open to everyone, especially after the COVID-19 pandemic.

TABLE 19. Level of ALS Program Outcome in terms of Policy and Institutional Support

Criteria	Mean	SD	Remarks	Verbal Interpretation
Ensures that the ALS program aligns with the policies and regulations set by the Department of Education and other government agencies	6.17	0.82	Strongly agree	Very Evident
Advocates for additional resources, including funding, to enhance the implementation of ALS programs	6.03	0.94	Agree	Very Evident
Ensures that ALS teachers receive adequate professional development opportunities to improve their teaching methods	6.12	0.80	Agree	Very Evident
There is strong institutional support for the ALS program, including the allocation of necessary resources and facilities	5.94	0.91	Agree	Very Evident
Works with local government units to ensure that policies are in place to support the continuous operation of ALS programs	6.00	0.89	Agree	Very Evident
Ensures that the implementation of ALS programs is monitored and evaluated regularly to ensure compliance with institutional guidelines	6.12	0.81	Agree	Very Evident
Institutional policies actively support the integration of technology in the ALS program to enhance learning opportunities for all learners	6.01	0.85	Agree	Very Evident
<b>OVERALL MEAN</b>	<b>6.05</b>			
<b>SD</b>	<b>0.86</b>			
<b>Verbal Interpretation</b>				<b>Very Evident</b>

The overall institutional support in terms of resource allocation and facilities (M = 5.94) got the lowest rating, but it was still “Very Evident.” This rating still shows strong support, but it also suggests that the delivery or availability of these resources may not be the same in all areas. This is in line with what Flores (2022) and Batuampar and Basmayor (2023) said about how some districts, especially those in more remote or underserved areas, don't have as many learning facilities and materials as others.

In conclusion, the results from Table 19 show that ALS Focal Person believe there is a strong level of policy and institutional support for ALS in important areas like aligning policies, developing teachers, setting up evaluation systems, and working together with other agencies. These strengths are necessary for the ALS program to be credible, long-lasting, and have an effect. However, to fully achieve the program's goals at all learning centers, more work may be needed to ensure that resources are provided consistently and that digital infrastructure is expanded.

*Level of ALS Program Outcome in terms of Accessibility and Inclusivity*

Table 20 displays the outcomes of the ALS Program concerning accessibility and inclusivity.

TABLE 20. Level of ALS Program Outcome in terms of Accessibility and Inclusivity

Criteria	Mean	SD	Remarks	Verbal Interpretation
Ensures that ALS is accessible to all learners, regardless of their geographical location or socio-economic background.	6.15	0.82	Agree	Very Evident
The ALS program is inclusive, providing opportunities for learners with disabilities to participate fully	6.11	0.78	Agree	Very Evident
works to eliminate barriers such as distance, cost, or mobility issues that might hinder access to ALS programs	6.00	0.87	Agree	Very Evident
The ALS program provides flexible learning options, including evening or weekend classes, to accommodate the needs of working learners	5.91	0.96	Agree	Very Evident
Ensures that learning materials are available in accessible formats, including for learners with visual or hearing impairments	5.73	1.16	Agree	Very Evident
The ALS program is gender-sensitive, ensuring that both male and female learners have equal opportunities to participate and succeed	6.20	0.78	Agree	Very Evident
Collaborates with marginalized communities to ensure that ALS programs are inclusive and cater to their specific needs	6.05	0.86	Agree	Very Evident
<b>OVERALL MEAN</b>	<b>6.02</b>			
<b>SD</b>	<b>0.89</b>			
<b>Verbal Interpretation</b>	<b>Very Evident</b>			

The table shows the perceptions of ALS Focal Person about accessibility and welcoming of the Alternative Learning System (ALS). The results provide an average of 6.02 with a standard deviation of 0.89, which means “Very Evident.” This

result shows that there is a strong agreement among ALS Focal Person that the ALS program is set up and run in a way that makes it easier for all types of learners to get involved and participate.

The item with the highest score is about how gender-sensitive the ALS program is (M = 6.20), which shows that both male and female students have the same chances to participate and do well. This fits with the UNESCO Global Education Monitoring Report (2020), which calls for gender-responsive education and stresses the need to get rid of barriers to learning that are based on gender.

The next most important factor is that ALS is available to all learners, no matter where they live or how much money they have (M = 6.15). This is followed closely by the fact that ALS is open to learners with disabilities (M = 6.11). The DepEd ALS K to 12 Basic Education Curriculum says that fairness and flexibility are two of the most important parts of the program. These results are in line with those ideas. ALS Focal Person respondents also gave high marks to efforts to remove barriers like cost, distance, or mobility issues (M = 6.00) and the availability of flexible learning options, like weekend or evening sessions (M = 5.91). These methods are made for working learners and others who can't go to regular classes. They support what Ramirez and Toledo (2019) found, which was that flexible scheduling makes it much more likely that people will participate in and finish ALS programs.

The criterion with the lowest score (M = 5.73) was the availability of learning materials in formats that are easy for students with disabilities to use. However, it was still seen as “Very Evident.” This suggests that even though people are still working to make materials more inclusive, there may still be some gaps, especially in places where there aren't enough specialized resources or trained staff. This point is in line with what Victoria (2023) said: many learning centers still don't use assistive technologies and adaptive learning tools enough.

ALS Focal Person also gave positive feedback on working with marginalized communities (M = 6.05), which further shows ALS's commitment to being open to everyone. Sumawang et al. (2023) found that this collaborative approach helps communities take ownership of ALS programs, which makes them more responsive to local needs and keeps learners more engaged.

By and large, the results in Table 20 strongly support the idea that ALS Focal Person think the ALS program is very open and welcoming, with a wide range of strategies to help learners from different backgrounds, including those who have gender, socio-economic, or physical barriers. More money spent on adaptive learning materials and targeted outreach to at-risk groups can help these gains last and make sure that no student is left behind in the ALS journey.

Table 21 presents the results of the ALS Program in terms of parent and guardian engagement. The table shows the results of ALS Focal Person evaluating how involved parents and guardians were in putting the Alternative Learning System (ALS) into action. The data show that the mean is 5.75 with a standard deviation of 1.05, which means that it is “Very Evident.” This shows that the ALS Focal Person agree on how important parents and guardians are to the learning journey of

ALS learners and that the right systems are in place to get them involved.

TABLE 21. Level of ALS Program Outcome in terms of Parents' and Guardians' Involvement

Criteria	Mean	SD	Remarks	Verbal Interpretation
Encourages parents and guardians to actively participate in their children's learning process within the ALS program.	5.94	0.96	Agree	Very Evident
Parents and guardians are regularly informed about the progress of their children in ALS, including assessments and milestones.	5.86	0.99	Agree	Very Evident
Organizes parent-teacher meetings to discuss learners' progress and provide a platform for parents to share concerns.	5.68	1.10	Agree	Very Evident
Ensures that parents receive training and resources to better support their children's learning at home.	5.46	1.33	Agree	Very Evident
Parents and guardians are involved in setting learning goals and strategies for their children within the ALS program	5.73	1.01	Agree	Very Evident
Encourages the formation of support networks among parents to strengthen the community's role in ALS.	5.82	0.98	Agree	Very Evident
Parents and guardians are consulted and included in the decision-making process related to their children's education in ALS	5.78	0.95	Agree	Very Evident
<b>OVERALL MEAN</b>	<b>5.75</b>			
<b>SD</b>	<b>1.05</b>			
<b>Verbal Interpretation</b>	<b>Very Evident</b>			

The highest-rated item out of the seven is the encouragement ALS Focal Person gives parents to be involved in their children's learning (M = 5.94). The second-highest-rated item is the regular updates on learners' progress (M = 5.86). These actions show that the people involved know how important it is for parents and schools to work together in non-formal education settings. This is supported by David (2022), who said that parental involvement is directly related to student motivation and retention in ALS.

The organization of parent-teacher meetings (M = 5.68) and efforts to get parents involved in setting learning goals and strategies (M = 5.73) also got high marks. These interactions are important for building trust and responsibility between ALS facilitators and families.

Evident" category, is giving parents training and resources (M = 5.46). This implies that there may not be many structured activities specifically designed to empower parents as co-educators, even though engagement is encouraged. Also, leaders liked ALS Focal Person's efforts to get parents

involved in decision-making (M= 5.78) and to promote parent support networks (M = 5.82). These collaborative models help people feel like they own the community and are responsible for it. This is in line with the DepEd ALS Handbook, which calls for holistic and community-based support systems for delivering education services.

In other words, the results in Table 26 show that ALS Focal Person really do help parents and guardians get involved in ALS programs in a meaningful way. The "Very Evident" interpretation across all criteria shows a strong commitment to getting families involved, which is an important part of helping students succeed. As we move forward, improving capacity-building programs for parents and setting up more formal ways for parents to get involved could make the ALS initiative even stronger and lead to better educational outcomes that last longer.

*Relationship between the innovative leadership of ALS Focal Person of ALS and the level of Alternative Learning System program outcomes*

Innovative leadership is crucial in shaping the effectiveness of educational programs, particularly within the framework of the Alternative Learning System (ALS). This section presents the significant relationship between the innovative leadership of ALS Focal Person and the program outcomes achieved through ALS initiatives. Understanding this dynamic can provide valuable insights into enhancing learner engagement and success in non-traditional educational settings.

Table 22 shows varying degrees of significantly positive correlation between the independent variable innovative leadership of ALS Focal Person and the dependent variable ALS program outcomes and each of its sub-variables.

Table 22 proves the relationship between the new leadership styles used by ALS Focal Person and the results of the Alternative Learning System (ALS) Program in different areas. Findings reveal statistically significant positive correlations ( $p < .001$ ), with r- value which falls within either moderate ( $\pm 0.4$  to  $0.7$ ) or low ( $\pm 0.1$  to  $0.4$ ) positive correlation ranges. This affirms importance of leadership styles for the outcomes of the ALS program.

Item on "Capability and Open-mindedness" had the strongest links to Curriculum Relevance ( $r = 0.558$ ), Stakeholders' Engagement ( $r = 0.550$ ), and Accessibility and Inclusivity ( $r = 0.486$ ) among the different aspects of leadership. This means that when EPS show that they are open to new ideas and willing to learn new things all the time, it makes the ALS curriculum much more responsive, encourages more people to participate, and makes it easier for students who are already behind to catch up. These results are backed up by Karimi et al. (2023), who said that leaders who are open-minded and skilled encourage new ideas, fairness, and inclusion in education.

Inclusive Leadership also has strong moderate correlations with Policy and Institutional Support ( $r = 0.525$ ), Stakeholders' Engagement ( $r = 0.548$ ), and Accessibility and Inclusivity ( $r = 0.514$ ). This shows that inclusive practices, which make sure that everyone's voice is heard and taken into account, lead to

fair policies and cooperation among a wide range of people. This is in line with what Laufer et al. (2025) and Hojeij (2024) said: that inclusive and participatory leadership is necessary

for making systemic changes in marginalized educational settings like ALS.

TABLE 22. Correlation between Innovative Leadership Practices of ALS Focal Person and Outcome of ALS Program

INNOVATIVE LEADERSHIP	ALS PROGRAM OUTCOME							
	PEARSON CORRELATION	Curriculum Relevance	Stakeholders' Engagement	Assessment and Evaluation	Support Services	Policy and Institutional Support	Accessibility and Inclusivity	Parents and Guardians' Involvement
Future-oriented Leadership	Pearson Correlation	0.520 <sup>b</sup>	0.539 <sup>b</sup>	0.509 <sup>b</sup>	0.416 <sup>b</sup>	0.450 <sup>b</sup>	0.464 <sup>b</sup>	0.428 <sup>b</sup>
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316
Capability and Open-mindedness	Pearson Correlation	0.558 <sup>b</sup>	0.550 <sup>b</sup>	0.503 <sup>b</sup>	0.382 <sup>c</sup>	0.456 <sup>b</sup>	0.486 <sup>b</sup>	0.401 <sup>b</sup>
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316
Empowerment and Trust	Pearson Correlation	0.515 <sup>b</sup>	0.495 <sup>b</sup>	0.489 <sup>b</sup>	0.318 <sup>c</sup>	0.405 <sup>b</sup>	0.422 <sup>b</sup>	0.354 <sup>c</sup>
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316
Collaborative Mindset	Pearson Correlation	0.526 <sup>b</sup>	0.487 <sup>b</sup>	0.486 <sup>b</sup>	0.388 <sup>c</sup>	0.472 <sup>b</sup>	0.503 <sup>b</sup>	0.358 <sup>c</sup>
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316
Continuous Improvement	Pearson Correlation	0.515 <sup>b</sup>	0.465 <sup>b</sup>	0.452 <sup>b</sup>	0.355 <sup>c</sup>	0.463 <sup>b</sup>	0.445 <sup>b</sup>	0.346 <sup>c</sup>
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316
Effective Communication	Pearson Correlation	0.476 <sup>b</sup>	0.504 <sup>b</sup>	0.505 <sup>b</sup>	0.425 <sup>b</sup>	0.471 <sup>b</sup>	0.518 <sup>b</sup>	0.393 <sup>c</sup>
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316
Inclusive Leadership	Pearson Correlation	0.511 <sup>b</sup>	0.548 <sup>b</sup>	0.508 <sup>b</sup>	0.460 <sup>b</sup>	0.525 <sup>b</sup>	0.514 <sup>b</sup>	0.440 <sup>b</sup>
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316

Note: a: r-value = ±0.7 or higher means strong positive/negative correlation; b: r-value = ±0.4 to 0.7 means moderate positive/negative correlation; c: r-value = ±0.1 to 0.4 means low positive/negative correlation.

Future-oriented Leadership also had a big impact on all ALS outcomes, especially Stakeholders' Engagement (r = 0.539) and Curriculum Relevance (r = 0.520). This shows that visionary and proactive leadership leads to new ideas in the curriculum and encourages long-term involvement from stakeholders. This is in line with what Halimah et al. (2024) said about how forward-looking leaders can change educational systems to meet future needs.

Most of the time, all of the leadership traits were only weakly linked to the ALS outcomes. However, there were some weak but still significant links between Empowerment and Trust, Collective Mindset, and Parents' and Guardians' Involvement (r- values between 0.346 and 0.358). This means that while empowerment and collaborative thinking can help parents get involved, these traits may need more focused efforts to have a big impact on family involvement. Dalisay et al. (2021) and Consuelo (2021) also found that parent participation varied depending on how the program was set up and what resources were available.

Overall, the data show that ALS Focal Person's innovative leadership practices, in particular those based on openness, inclusiveness, and strategic foresight, are very important for making ALS programs work better. The moderate to strong links between key program outcomes back up what the research says about how important leadership practices are for making education better and more innovative. The results

show that ALS needs to focus on developing its leaders through structured training, collaborative governance, and policies that support educational leaders who are ready for the future, inclusive, and empowered.

*Relationship between the physical dimension of the Community Learning Environment and Alternative Learning System Program Outcomes*

The physical dimension of the community learning environment plays a pivotal role in influencing the outcomes of the Alternative Learning System (ALS) programs. This section explores how factors such as infrastructure, accessibility, and available resources within the learning environment impact learners' experiences and the overall effectiveness of ALS initiatives. By examining the interplay between the physical space and educational outcomes, one can better understand the importance of creating conducive learning environments that support diverse learners in achieving their goals. Additionally, it is essential to recognize that innovative leadership practices have been categorized into two distinct areas: based on the innovative leadership practices of the ALS Focal Person, contributing uniquely to fostering an effective learning environment.

Table 23 shows varying degrees of significantly positive correlation between the independent variable physical aspect of community learning environment and the dependent

variable ALS program outcomes based on the roles of the ALS Focal Person.

TABLE 23. Correlation between Physical Aspect of Community Learning Environment and Outcome of ALS Program led by the ALS Focal Person

Community Learning Center (Physical Aspect)	ALS PROGRAM OUTCOME							
	PEARSON CORRELATION	Curriculum Relevance	Stakeholders' Engagement	Assessment and Evaluation	Support Services	Policy and Institutional Support	Accessibility and Inclusivity	Parents' and Guardians' Support
Community Set-up	Pearson Correlation	0.206 <sup>c</sup>	0.161 <sup>c</sup>	0.204 <sup>c</sup>	0.249 <sup>c</sup>	0.291 <sup>c</sup>	0.246 <sup>c</sup>	0.203 <sup>c</sup>
	Sig. (2-tailed)	< .001	0.007	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316
Safety and Security Issues	Pearson Correlation	0.221 <sup>c</sup>	0.224 <sup>c</sup>	0.235 <sup>c</sup>	0.319 <sup>c</sup>	0.269 <sup>c</sup>	0.285 <sup>c</sup>	0.257 <sup>c</sup>
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316
Accessibility on Physical Resources	Pearson Correlation	0.242 <sup>c</sup>	0.241 <sup>c</sup>	0.277 <sup>c</sup>	0.304 <sup>c</sup>	0.2073	0.251 <sup>c</sup>	0.250 <sup>c</sup>
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	N	316	316	316	316	316	316	316
Internet Connectivity	Pearson Correlation	0.130 <sup>c</sup>	0.153 <sup>c</sup>	0.139 <sup>c</sup>	0.314 <sup>c</sup>	0.195 <sup>c</sup>	0.193 <sup>c</sup>	0.219 <sup>c</sup>
	Sig. (2-tailed)	0.031	0.011	0.021	< .001	0.001	0.001	< .001
	N	316	316	316	316	316	316	316
Health and Sanitation Facilities	Pearson Correlation	0.146 <sup>c</sup>	0.182 <sup>c</sup>	0.171 <sup>c</sup>	0.284 <sup>c</sup>	0.171 <sup>c</sup>	0.186 <sup>c</sup>	0.191 <sup>c</sup>
	Sig. (2-tailed)	0.015	0.002	0.004	< .001	0.004	0.002	0.001
	N	316	316	316	316	316	316	316

Note: a: r-value = ±0.7 or higher means strong positive/negative correlation; b: r-value = ±0.4 to 0.7 means moderate positive/negative correlation; c: r-value = ±0.1 to 0.4 means low positive/negative correlation

Table 23 presents the correlation between the physical aspects of the community learning environment—as managed by the ALS Focal Person—and the outcomes of the ALS program, focusing on seven key dimensions: Curriculum Relevance, Stakeholders’ Engagement, Assessment and Evaluation, Support Services, Policy and Institutional Support, Accessibility and Inclusivity, and Parents’ and Guardians’ Support. All of the correlation coefficients were statistically significant, with p-values less than 0.05 and most less than 0.001, which means that the associations are reliable.

The interpretive scale, on the other hand, showed that the strength of these correlations was mostly in the low positive range (r = ±0.130 to ±0.319). This suggests that the physical environment has a meaningful but not very strong effect on program outcomes.

Safety and Security Issues had the strongest links to ALS program outcomes among the physical factors looked at. These were Support Services (r = 0.319), Accessibility and Inclusivity (r = 0.285), and Policy and Institutional Support (r = 0.269). These results show that making sure ALS learners have a safe and secure environment leads to better service delivery, trust in institutions, and access for everyone. This backs up what UNESCO (2019) and DepEd policies on inclusive education say about how physical safety is essential for learning to continue, especially in non-traditional educational settings like ALS.

Access to physical resources like learning tools, classroom space, and instructional materials also showed strong links, with values like r = 0.304 for Support Services and r = 0.277 for Assessment and Evaluation. Bernardo et al. (2020) also

found that having equal access to resources in alternative education settings improves teaching and learning assessment, especially when students don't have easy access to regular school facilities.

The Community Set-up, which refers to the overall layout and suitability of the Community Learning Center (CLC), was moderately linked to outcomes like Policy and Institutional Support (r = 0.291) and Support Services (r = 0.249). This supports the idea that a well-organized physical learning environment can help with better program governance and student support. Internet Connectivity also had an effect on Support Services (r = 0.314), but it wasn't as strong as other factors. This shows how important digital infrastructure is becoming for providing flexible and tech-enhanced learning, especially in efforts to help schools recover after the pandemic.

Finally, Health and Sanitation Facilities had the lowest correlations, but they were still statistically significant. The highest correlations were with Support Services (r = 0.284). The correlation levels are not very high, but these results show how important health and hygiene are for getting students to come to school and making them feel comfortable, especially in remote and underserved areas.

Save the Children (2020) and other studies back up this idea, showing that poor sanitation has a bigger impact on learner engagement and dropout rates in informal learning settings.

In short, all of the Community Learning Center's physical features have low but significant positive correlations with ALS program outcomes. However, safety, resource

accessibility, and digital connectivity stand out as the most important factors. These results show that making ALS learning spaces more comfortable, even in small ways, can make the program work better. Because of this, policymakers and education leaders should keep putting money into building infrastructure as a way to improve the quality and fairness of ALS programs in different communities in the Philippines.

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings presented in this study, a significant relationship has been shown between the level of innovative leadership of the ALS focal person and the level of outcome of the ALS Program. Thus, rejecting the null hypothesis. While empowerment and trust, and a collaborative mindset showed weaker but still significant positive relationships with parents' and guardians' involvement, key leadership competencies like capability and open-mindedness, inclusive leadership, and future-oriented showed moderate to strong correlations with areas like curriculum relevance, stakeholders' engagement, and accessibility and inclusivity. These findings highlight how important it is to promote transparency, inclusivity, and strategic vision in leadership, indicating that funding for inclusive decision-making, leadership development, and supportive policies is necessary to guarantee that ALS programs are high-quality, equitable, and pertinent.

Furthermore, a significant relationship was observed between the physical aspect of the community learning environment and the outcome of the ALS Program, thereby rejecting the null hypothesis. Notably, the strongest, albeit modest, correlations with outcomes such as support services, policy and institutional support, and accessibility and inclusivity were found for safety and security issues, access to physical resources, and community set-up. These findings show the significance of continuous investments in digital connectivity and physical infrastructure to guarantee that ALS programs continue to be inclusive, accessible, and successful for underserved learners throughout the region.

Based on the findings and conclusions of this study, the following are hereby recommended:

The ALS Focal Person may formalize frequent training sessions, peer mentorship, and leadership development programs so that they may equip with strategic thinking, digital leadership, and adaptive management skills to better respond to the evolving needs of ALS learners and to sustain and expand on this high degree of leadership creativity.

DepEd and Local Government Units (LGUs) should collaborate to prioritize the enhancement of digital infrastructure in ALS Centers, ensuring reliable connectivity and safe, well-resourced spaces for learning. These improvements may help create a more effective and supportive learning environment for both facilitators and learners

ALS Focal Person is encouraged to conduct regular monitoring and immediate assessments of CLC's physical resources, strengthen establishment CLCs and address any identified gaps. These can help create more engaging and supportive learning environments that positively influence

program outcomes, particularly in remote or underserved communities.

DepEd - Bureau of Alternative Education may improve leadership development programs for ALS Focal Persons through workshops and professional development opportunities enabling them to better engage stakeholders and adapt curricula to meet the requirements of diverse learners

DepEd in collaboration with LGUs and community stakeholders should prioritize funding and invest in physical and digital infrastructure to support ALS programs. This may help to improve and maintain these infrastructures, ensuring that ALS programs are accessible and inclusive for all learners, particularly in remote and underserved areas.

ALS DepEd officials may adopt the Strategic Plan Model proposed in this study, focusing on the four key areas: (1) strengthening leadership, (2) upgrading infrastructure, (3) expanding learner support services, and (4) fostering stakeholder collaboration, which the researcher crafted based on the study's findings guided by Republic Act 11510 also known as The ALS Act.

The future researchers may encourage to document and share their practices, challenges, and innovations. Likewise, to participate in or initiate research activities that may provide deeper insights into ALS implementation. The experiences may help guide policy development and inspire other educators in similar settings.

#### REFERENCE

1. Abella, J., Kilag, O. K., Andrin, G., Tañiza, F. N., Groenewald, E., & Cordova Jr, N. (2024). Literacy Leadership in Elementary Schools: The Connections between Principal Practices and Reading Performance. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521),2(1), 69-78.
2. Ali, M. A. A. H. M. (2017). The influence of the physical environment on learning behaviour: A case study of intermediate schools in Kuwait (Doctoral dissertation, Birmingham City University). <https://www.open-access.bcu.ac.uk/6892/1/ALI%2C%20M.%20-%20Thesis.pdf>
3. Amigo, B. V. & Amigo, J. R. (2022). Identification and Validation of Learning Domains for Alternative Learning System: Input to Assessment to Implementers' Competence. *Psychology in Education*, 5: 790-811, Document ID: PEMJ373. (DOI: 10.5281/zenodo.7352923, ISSN 2822-4353).
4. Baars, S., Schellings, G. L. M., Joore, J. P., & van Wesemael, P. J. V. (2022). Physical learning environments' supportiveness to innovative pedagogies: Students' and teachers' experiences. *Learning Environments Research*, 25, 1-19. <https://doi.org/10.1007/s10984-022-09433-x>
5. Baccal, V. S. & Ornilla, R. C. G. (2021). The implementation of Alternative Learning System in public schools in Isabela, Philippines. A Faculty Study. *Ifugao State University*. January 2021 Issue. (DOI:10.37134/ejoss.vol7.1.3.2021).
6. Batuampar, N. P. & Basmayor, E. N. (2023). Challenges Encountered by the Alternative Learning System Learners in Balindong II District, Lanao Del Sur I Division. *Psychology and Education: A Multidisciplinary Journal*, 7, 1034-1042 Document ID: 2023PEMJ621 (DOI: 10.5281/zenodo.7790009).
7. Bernardo, R. D. F. (2024). Alternative Learning System Enrollment Soars in Occidental Mindoro. *Mindoro Today TV*. October 6, 2024 Issue.
8. Brooks, M. C., & Brooks, J. S. (2019). Culturally (ir) relevant school leadership: Ethno-religious conflict and school administration in the Philippines. *International Journal of Leadership in Education*, 22(1), 6-29.
9. Cagang, A. C. (2024). Implementation of Alternative Learning System (ALS) and the 21st Century Life Skills of Senior High School In Region XII: Basis for Contextualized Policy. *European Journal of Education Studies*, 11(6). 2024 Issue.

10. Consuelo, C. S. (2021). Evaluation of the Implementation of the Alternative Learning System. *International Journal of Engineering and Information Systems (IJEAIS)*, 5(6), 41-135. <https://orcid.org/0000-0002-0147-051X>
11. Cordova Jr, N., & Nacario, K. M. (2023). Beyond Management: Cultivating Leadership in Educational Institutions. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(6), 365-375.
12. Dalisay J. Laquiores, & David R. Perez. (2021). Alternative Learning System (ALS) Program's Implementation in the City Division of Puerto Princesa, Department of Education. *European Journal of Research Development and Sustainability*, 2(6), 30-40. (Retrieved from <https://scholarzest.com/index.php/ejrd/article/view/932> on October 19, 2024).
13. de Jong, A. (2022). Leading Collaborative Innovation in Schools. (Retrieved from <https://www.researchgate.net/publication/366291802> on October 21, 2024).
14. Egcas, R. A. & Garganera, J. L. (2019). Impact of Alternative Learning System to the Out-of-school-youths, Kasambahay, Indigenous People and Children-in-conflict-with-the-law. *Asia Pacific Journal of Multidisciplinary Research*, 7(3), August, 2019 Issue.
15. Estacio, M. R., & Estacio, D. L. (2022). Public School Heads' Leadership Style and Best Practices in the Department of Education in Bulacan, Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research*, 3(9), 1622-1629.
16. Flores, R. D. (2022). Problems Encountered by Alternative Learning System (ALS) Teachers in Cotabato Division: Basis for a Strategic Plan. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 37.
17. Halimah, Syafruddin, & Earlyanti, N. I. (2024). The role of innovative leadership in driving educational management transformation. *Qalamuna: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*, 16(1), 207-218. <https://doi.org/10.37680/qalamuna.v16i1.4745>
18. Hojeij, Z. (2024). Educational leadership's role in fostering innovation and entrepreneurship in education: A narrative literature review. *Journal of Educational Leadership and Innovation*. <https://doi.org/10.1016/j.ssaho.2024.101173>
19. Karimi, S. A., Malek, F. A., Farani, A. Y., Liobikiene, (2023). The Role of Transformational Leadership in Developing Innovative Work Behaviors: The Mediating Role of Employees' Psychological Capital. *Sustainability*, 15(2), 1267. <https://doi.org/10.3390/su15021267>
20. Kokko, A. K., & Hirsto, L. (2021). From physical spaces to learning environments: Processes in which physical spaces are transformed into learning environments. *Learning Environments Research*, 24\*(1), 71-85. <https://doi.org/10.1007/s10984-020-09315-0>
21. Kuuskorpi, M., & González, N. C. (2023). The future of the physical learning environment: School facilities that support the user. *OECD Publishing*. <https://dx.doi.org/10.1787/5kg0lkz2d9f2-en>
22. Laufer, M., Deacon, B., Mende, M. A., & Schäfer, L. O. (2025). Leading with trust: How university leaders can foster innovation with educational technology through organizational trust. *Innovative Higher Education*, 50, 303-327. <https://doi.org/10.1007/s10755-024-09733-5>
23. Lombo, N., & Subban, M. (2024). Physical infrastructure challenges in rural schools: Reflections to promote quality education. *Journal Name*, 32(1), Article 6. [https://doi.org/10.10520/ejc-adminpub\\_v32\\_n1\\_a6](https://doi.org/10.10520/ejc-adminpub_v32_n1_a6)
24. Mavri, A., Ioannou, A., & Loizides, F. (2023). A model for enhancing creativity, collaboration and pre-professional identities in technology-supported cross-organizational communities of practice. *Education and Information Technologies*, 1-42.
25. Mehra, N., Wang, S. J. S., Reyes, J. (2021). Evaluation of an Alternative Learning System for youths at risk of involvement in urban violence in the Philippines. *Cost Effective Resource Allocation*, 19(66). <https://doi.org/10.1186/s12962-021-00320-5>
26. Miller, W. H. (2023). Leaders Reflect on Alternative Learning Environments: Resources Needed to Ensure Student Success. A Dissertation. Arkansas Technological University (ATU), Arkansas, USA.
27. Nonong, E. G. (2022). Alternative Learning System Program Implementers' Attitude and Best Practices: Basis for an Enhanced Development Plan. *International Journal of Advanced Multidisciplinary Studies (IJAMS)*, 2(6), 378. June 2022 Issue.
28. Pimentel, K. R. P. & Bañares, M. A. V. (2018). UNTOLD STORIES: Tales and Directions of Alternative Learning System (ALS) in Antipolo City. *Diliman Review*, 62(2), 65-66. 2018 Issue.
29. Sarong, J. S. (2023). Exploring Transformative Leadership Approaches in Modern Educational Institutions. *Randwick International of Education and Linguistics Science Journal*, 4(4), 873-881.
30. Sumawang, D., Halili, C. & Vargas, D. (2023). Teaching Alternative Learning System (ALS) is not a Joke: From the Lens of ALS Mobile Teachers (Retrieved from <https://ssrn.com/abstract=4638161> or <http://dx.doi.org/10.2139/ssrn.4638161> on October 21, 2024).
31. Suraini, N. S. B., & Aziz, N. F. (2023). A review on the trend of physical learning environments and recommendations for future design approach. *Malaysian Journal of Sustainable Environment*, 10(1), 31-48. <https://doi.org/10.24191/myse.v10i1.21248>
32. Tendero, E. J. (2023). Public School Leadership in the Philippines' Zamboanga Peninsula Region: Limits and Possibilities. Available at SSRN 4553366. *The World Bank Annual Report on Alternative Learning System (ALS) in the Philippines*, 2018.
33. Victoria, J. V. (2024). A Study on the Implementation of Alternative Learning System among Public Schools in Region 3, Philippines. *International Journal of Research and Scientific Innovation (IJRSI)* ISSN 2321-2705. (DOI: <https://doi.org/10.51244/IJRSI.2024.1108036>).
34. Villaber, N. C. (2023). Managing the Implementation of the Senior High School Alternative Learning System (ALS) Program: Perspective of Mobile Teachers. *International Journal of Innovative Science and Research Technology*, 8(7), 3161-3163. July 2023 Issue.
35. Wayas, S., & Dinoro, A. (2023). An Assessment of Alternative Learning System (ALS) in the Philippine Rural Areas. *Asia Research Network Journal of Education*, 3(2), 74-97. (Retrieved from <https://so05.tcithaijo.org/index.php/armje/article/view/267027> on October 21, 2024).