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Motivational Factors and Schooling Attitudes among Alternative Learning System (ALS) Learners in the Philippines

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Abstract: ***This study investigates the motivational factors influencing Alternative Learning System (ALS) learners' attitudes towards schooling in Simbuco, Kolambugan, Lanao del Norte. Using a qualitative case study design, the research explores how learners value their schooling, their motivations for attendance, and the relationship between motivation and learning. Key findings reveal that learners' motivations stem from aspirations for a better future, liberation from poverty, and familial support, with motivation and learning being inseparable. These insights emphasize the critical role of ALS in fostering educational equity and addressing the challenges faced by out-of-school youth and adults.***

Keywords: Motivation, Alternative Learning System, Out-of-School Youth, Non-Formal Education, Educational Equity

1. Introduction

Education in the Philippines is open to all and provided free by the government in all public schools- from elementary to tertiary levels, there are still many learners who cease schooling. Poverty is often the cause. Parents could not sustain their children's daily allowance, school uniforms, bags and shoes and much more for school projects that entail cost. Usually, this happens in rural communities. Parents decide to let their children quit school and would let children help on the farm. The observed scenario is one major cause of dropouts resulting in many out-of-school youths.

Yet, the government has been so articulate in saving those out of school and even those who have not gone to schools because of distance. Through the Department of Education (DepEd), the government looks for ways to offer education to the communities where much out-of-school youth and those who have not attended formal schooling are present. To beat the problem, thus, is the existence of the Alternative Learning System.

Alternative Learning System or ALS is a correspondent learning system in the Philippines that offers the current formal instruction a realistic choice. ALS is an alternative or an alternate if one does not have or cannot receive formal school education. ALS encompasses both non-formal and informal information on knowledge and skills (De Leon, 2017).

The Philippines needs an alternative learning system. Many Filipinos have little hope of attending and formally completing primary education (Grades 1-6 and Year 1-4) due to several reasons. Some leave schools, and others have no schools in their areas. As every Filipino is entitled to free fundamental education, the government creates ALS, providing access to and completion of basic education for all Filipino children in a move that fits their apparent situations and needs.

In other countries, there are also alternative schools. For instance, in the United States, alternative schools cater to drop out students, teenage mothers, and disruptive students. Research conducted by Raywid (2004) indicated that some students in alternative schools varied in attitude. For the teen mothers showed enthusiasm to finish schooling. For other dropouts who were back to school, they showed behavioral problems in learning such as absenteeism and lack of learning focus. According to Cash (2006), alternative schools that exist in many states do not only exist to cater dropouts, but also to curtail problems such as reducing truancy; enhancing attitudes toward school; accumulating high school credits; reducing behavior problems; and helping students to graduate.

The researcher who is a teacher of ALS has been handling out-of-school youth and out-of-school adults for over two years now. Aging from 16-49, the ALS learners in junior high observed to have manifested happiness and joy as they are re-engaged to learning after some years of the homestay. Their willingness to learn is a manifestation that compensates for the researcher's efforts in bringing education to their very own community for free. Yet, there are some issues, on the other hand observed by the researcher from her learners. Some learners seem to lack interest, manifest tardiness and absences – a conveyance of their negative learning attitude, thus, need to be motivated by the researcher being their mobile teacher.

Therefore, this study was conducted in line with the ALS learners learning attitudes who are under her instructional services. This was accomplished this school year 2020-2021 in barangay Simbuco, municipality of Kolambugan, province of Lanao del Norte. She believes that this study is one of a kind as it contributes to the existing literature on learning

attitude. Besides, with the absence of studies on learning attitude among ALS learners, this study has filled in the research gap.

2. Statement of the Problem

The study aimed to determine the ALS learners' motivation in their schooling in barangay Simbuco, Kolambugan, Lanao del Norte. It explored the central question: How do ALS learners describe their learning attitude?

In exploring the central question, the following sub-questions were utilized:

a) How do the ALS learners value their schooling?
b) What are their motivations in attending ALS class/session?
c) How does their motivation relate to their schooling?
d) Based on the findings of the study what implications can be presented?

3. Significance of the Study

This study is significant as it explores the role of motivation in ALS learners' educational journeys, providing insights for learners, educators, and policymakers to enhance learning outcomes and address barriers in non-traditional education systems.

4. Related Literature and Studies

4.1 Alternative Learning System (ALS)

It is a parallel learning system in the Philippines that offers the current formal education a realistic alternative. ALS is an alternative or a substitute when you have no access to formal school education. ALS contains both non-formal and informal information of knowledge and skills (De Leon, 2017). The Governance Act for Basic Education on the other hand known as the Republic Act 9155 set forth the Alternative Learning System (ALS) establishment to provide basic education for out-of-school children, young people and adults. In line with the act, is the chance given to many Filipinos who cannot attend a school or completed elementary and secondary education.

What are the foundations for ALS in the Philippines? The 1987 Philippine Constitution ensures that all modes of schooling are known and promoted other than formal education. Article XIV, Section 2, asserted that the State shall organize, establish and sustain a complete, effective and integrated system of education related to human and social needs; and coherently promotes non-formal, informal and indigenous education systems and as well as self-learning, independent and out-of-school self-learning services, in particular those that address community needs.

There are two primary programs on ALS that are being implemented by the Department of Education, with the help of the Bureau of Alternative Learning System (BALS). One is the Basic Literacy Program (BLP) and the other is the Continuing Education Program – Accreditation and Equivalency (A&E). Both programs are modular and flexible. This means that learning will always and always occur, depending on the learners' convenience and availability. Moreover, the program, known as ALS-Education and Skills Training (ALS-EST), combined a skills training component with the existing Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E) interventions. It aims to build completers who cannot only catch up with basic academic education but have also gained technical competencies suitable for immediate employment (DO 46, S. 2017).

What is the distinction between the Formal Education System and the Alternative Learning System (ALS) Non-formal Education? The formal Education system is classroom-based, preside over by trained formal school teachers. ALS Non-formal Education happens outside the classroom, community-based, usually conducted at community learning centers, barangay multi-purpose hall, libraries or at home, managed by ALS learning facilitators, such as mobile teachers, district ALS Coordinators, instructional managers at a concurred schedule and venue between the learners and facilitators (Samson, 2017).

The Alternative Learning System (ALS) in the Philippines does have similar or equivalent in other countries, just like the USA but may differ in name. For example, in the United States, it is termed Alternative Education Schools (AESs) or Alternative Education or Alternative School.

Alternative Education is designed to meet the necessity of at-risk students who are unsuccessful in the conventional environment. Students receive a range of opportunities to graduate and receive services essential to success. Every student can learn! And each student must have the ability to benefit from their educational efforts and accomplishments and attain a standard of life they like. If the statement is believed by any school board member, school administrator, teacher, parent, group and business leader, Alternative schooling is not a choice in America then in any culture it is an absolute necessity. Alternative schools are required to accommodate the educational crisis of their young people because the school system and particularly the high school system are no longer able to meet study needs and the families of the students. It was also proposed that society consider encouraging students to drop out and then provide other schools to finish their GED (Dynarski, 2009).

According to Hefner-Packer (2001) it was not uncommon in the 1950s and 1960s for school districts in the United States to provide an alternative school. However, the schools at that time, students who had previously abandoned the ordinary school were primarily served of the regular school. The key prevention against dropouts was these schools and services programs of four decades ago.

The most popular type of alternative school that serves young people in at-risk circumstances is the schools' (in the USA) comprehensive dropout prevention program. The "alternative school" is typically, the curriculum offered to secondary students in middle or secondary schools. The students attending such schools are generally undergraduate and are usually lacking in graduate or student credits. However, they want to continue in school and graduate or put down in the school by the court system. These alternative

schools also provide a unique opportunity in many communities. Parenting curriculum for teens who desire to graduate from high school but can't attend high school in a typical manner (Koetke, 2002).

4.2 The Concept of Motivation

Learning attitude is often associated with motivation. When a student shows no interest or enthusiasm for schooling conveys his un-motivated behavior, thus, could have a negative attitude toward learning. The exact opposite is a positive attitude. (Smith, 2010).

Therefore, teachers must ask students specifically How motivated would they like to acquire knowledge, ask them to assess their enjoyment in the subject, question whether they are learning. Attitude affects motivation and how their research processes affect their motivation (Terence, 2014). Motivation is related to interest or enthusiasm toward something that can either be external or internal.

Extrinsic or external motivation is usually a reward for successful work. For students, it can also be sustained eligibility for scholarships. An extrinsically motivated student is searching for recognition and outward indicators of importance (Sansone & Smith, 2010). Traditionally, schools validate students' grades to fulfill the course objectives. Grades are nevertheless not the only or strongest motive for learning to students. Jacobsen (2014) found that students in their late teens and early twenties had strong extrinsic goal orientation. This conveys that traditional students are more inspired than older students to learn by grade. The downside is to undermine the inherent incentive from outside motivators, such as grades and awards for an endeavor (Deci, Koestner, & Ryan, 2013). Excessive focus on grades and benefits may harm the motivation of a student to study.

Intrinsic motivation is yearning to learn internally about a particular subject. Vansteenkiste et al (2014) Intrinsically inspired students processed the lecture material further higher ratings were obtained and further persistence demonstrated than students with extrinsic motivation. Bye, Pushkar, and Conway (2017) found that there was a positive effect of curiosity and innate motivation. They recruited and paid students for a questionnaire from a traditional, face-to-face curriculum. Even if they looked at age, "Interest was the strongest predictor of the inherent motivation to learn as a variable and positive affect". Some studies integrate high inner motivation with positive emotional outcomes (Bye et al., 2017).

Motivation needs to be positive to achieve the best of learning and performance. Research shows that education attitudes are one of the most powerful predictors of academic achievement. We don't have a positive attitude to learning; it requires time and effort to grow and cultivate (Alexander, 2017).

4.3 Learning Motivation

According to Saucedo (2014), there are 5 ways to build a positive learning motivation: 1. Check your inspiration and reframe it. One of our most significant factors influencing our attitude towards education is our motivation for learning, so let's begin with. If you have external drives, e.g., someone else's demands or external rewards to someone else, don't resent it. Redefine the external motivation into an internal motivation (intrinsic). Intrinsically driven is the urge to become independent, the excitement to master a subject or the enjoyment to achieve the target. Intrinsic motivation to learn is your long-distance fuel on the road to educational success or triumph. 2. Clarify your learning objectives and track them. If your driver is driven, your objectives will be your aim. You need to discern where you're going. Having clear, SMART (Specific, Measurable, Attainable, Realistic and Time-bound) targets will increase your motivation to learn and set clear expectations. So, what are you trying to achieve? By when? How will you know you got there? What have you needed to get there? Don't stop here. Since you set your targets and your objectives, follow them up because you expect yourself to succeed. Tracking your progress will allow you to foresee your progress. This also helps you grow another core component of your positive learning attitude. – sense of self-competency. 3. Leverage the power of people around you. You should expect yourself to succeed, because this is a crucial ingredient to the right attitude to learning. Moreover, you should say to the people around you that you expect a result. Encourage people who not only support you emotionally and physically, but also can hold you accountable. And if they genuinely believe in you, and take this challenge seriously, you are on the winning side. 4. Create a self-efficient way of thinking. The right attitude to learning is essential to self-efficiency or perceived ability. It is a way to respond positively and constructively to challenges, tasks and goals. A dilemma is also a challenge; a target is a destination that you hope you will achieve, a mission you will solve because you think you have what you need to do it. Trust your ability to reach your targets, wait to be competitive, secure some small, early wins. Success is a breeding ground for success. If you don't, learn how to get up, change plans if necessary, and keep going. 5. Make it last. Intrinsic motivation is great, but there is something even more potent than that to get you in moments of doubt and struggle. It is habits. Establish many learning patterns, including a research schedule, an exercise routine and a regular sleep pattern (exercise strengthens the learning-recollected skills). Establish supporting ties and detach from people who affect you negatively. Surround yourself with people's success stories and improve self-efficiency. Regularly practice your optimistic thinking. You'll be successful and enjoy the journey.

4.4 Some Problems Related to Alternative Learning System (ALS) Learners

In the Philippines, some problems concern ALS learners – negative attitude towards learning, lack of interest and undisciplined in terms of time management the very reason of absences. The research conducted by Mercado (2015) talks about the ALS learners' issues and experiences and assessments in the program. The aims are to reduce the number of illiterate students and build a healthy attitude, interest, and appropriate discipline through teaching, training, and practical activities. To inspire the out-of-school children, young people and adults are interested in all ALS services and initiatives in the area. This would allow them to

assimilate into their environment and their culture. The problems and concerns by the ALS center in Tanauan are (1) the struggle in convincing learners especially in Basic Literacy Program (BLP) because of student's timidity and indifference, (2) absenteeism, (3) lack of interest (4) pessimistic perception from parents and even barangay officials about ALS, and (5) lack of funds and resources to sustain the program and project. Atilano's (2016) study he had one of his findings: some ALS learners dropped out. Much of the reasons for leaving the program are due to a lack of interest and jobs. As attested by William Glasser's Control Theory of Motivation, Students are not inspired to do their education because they think it does not meet their fundamental human needs. This can mean a lack of value for education by parents or guardians of the learners.

In other countries, particularly the USA, Alternative Education Schools (AESs) also have some problems. Research conducted by Raywid (2004) indicated that some students in alternative schools varied in attitude. For the teen mothers they showed enthusiasm to finish schooling. Other dropouts who were back to school (well-off families) showed behavioral problems in learning, such as absenteeism and lack of learning focus. Yet, according to Cash (2006), alternative schools that exist in the many states do not only exist to cater dropouts -- out-of-school youth, but also to curtail problems such as reducing truancy; improving attitudes toward school; accumulating high school credits; reducing behavior problems; and helping students to graduate. According to Mullen and Lambie (n.d.) from the University of South Florida, the students in Alternative Education Schools (AESs) usually deal with a range of issues and problems. While their research focused on students who were removed due to disciplinary policies from their traditional schools, the study of general ALS issues is still vital for their research. They discovered that students enrolled in AES centers due to any or a combination of the following: (1) referral by school, (2) social-emotional/behavioral issues, (3) truancy, and (4) suspension or expulsion from their traditional school. As a consequence, AES students show signs of criminality, defiant conduct, hostility and aggression. Besides, interventions in mental health are critical for AES students. Suicidal patterns are prevalent, identifying a critical need for counseling. Anti-social behavior is also a significant problem in AESs, identified as any socially destructive behavior contrary to what society regards as natural and appropriate. This can be compounded by the illicit use of drugs and alcoholic drinks. AES centers are more experienced than typical schools by many students who use or have these drugs.

According to Atilano (2016) in both the United States and the Philippines there are several academic and family factors. As an immense number of ALS learners in the Philippines are discouraged by their home situation, they face problems in their studies. In the Philippines, children and young people out-of-school in other classrooms are on the rise. In particular academic factors can be daunting because of their insufficient knowledge and skills. This will help inspire students to complete their degrees with an equivalency certificate. This is only one of the possible reasons why to Atilano (2016) in both the United States and the Philippines there are many similarities in the academic and family factors, as a large number of ALS learners in the Philippines face difficulties while being frustrated by their home situation. Out-of-school children and youth in the Philippines are increasing, which multiplies the similar circumstances they face in alternative classrooms. Academic factors, in particular, can be a challenge given their inadequate level of knowledge and skills. This can serve as a block to the motivation of the learners to graduate with an equivalency certificate. This is only one reason why ALS learners have abandoned their programs. The family from which the student came is another aspect to consider. Do their families tender effective emotional support for the learners to accomplish the programs? This is an all-important topic, given that a learners' attitude is vital in a family.

The study of Dedoso (2015) disclosed that both positive and learning attitudes were observed among ALS learners. While some were very enthusiastic with the lessons and sessions and never commit absences, others kept on incurring absences. Reasons of absences were due to learners' need to work to earn a living. Absences usually happened among adult learners who were already married and needed to absent to sustain family needs.

The review sustains the fact that learning can happen with the Alternative Learning System (ALS) or its equivalent Alternative Education Schools (AESs) and that learning attitude is crucial to success. With so few studies on learning attitude among ALS learners, this research fills the gap.

5. Materials and Methods

5.1 Research Design

This study used a qualitative design with utilization of case study method. A case study is a method of analysis used to establish a deep, multiple-faceted understanding of a complex problem in the sense of real life. The research design is well known and widely used in various fields, particularly in the social sciences. In several ways, a case study, the central concept, can be defined as being required in-depth and natural sensing to investigate an event or phenomenon (Packwood, 2015).

According to Stake (1994), a case analysis examines the scope and severity of one case, coming to understand its activity within necessary circumstances. In an instrumental case study, Stake (1994) says that this happens when we need to understand the case to understand the study's main issue at hand. This case study aims to understand something else by understanding it and giving meaning to it (Stake, 1994).

The researcher opts to choose the instrumental case study by Stake (1994) as it leads her to understand the research question and giving meaning to it. Meaning-making is the point of view of Stake in any endeavor in research that utilizes a case study leading the researcher further to give meaning to the ALS learners motivation towards schooling.

5.2 Research Environment

This study was conducted in barangay Simbuco, municipality of Kolambugan, province of Lanao del Norte. Simbuco which is one of the coastal barangays of Kolambugan is thickly populated by Visayan people whose main livelihood is fishing, seaweeds production and fish drying, thus, the barangay is one main supplier of fishes, seaweeds and dried fish in the local market of the municipality. The research environment is chosen since the researcher is the concerned mobile teacher of barangay Simbuco handling ALS learners.

5.3 Research Subject

The research participants of the study were Alternative Learning System (ALS) learners whose attitude towards learning was the source of primary data. The participants are now in junior high school – out of school youth and adults, who are engaged in fish drying, dried fish and seaweeds vending. There were 7 participants covered aging from 18 to 49.

5.4 Sampling Technique

The researcher must have to utilize purposive sampling since the researcher has to cover ALS learners. The type of purposive sample that the researcher used is homogeneous sampling as the participants show a shared characteristic or set of characteristics – ALS learners. Inclusion criteria to consider as to the assessed participants were the following: Officially enrolled this school year 2020-2021; have no offensive record in the barangay office; and are belonging to the age-bracket 18-49 being legal ages.

5.5 Research Instruments

The main instrument used in this study is the researcher herself (aided by the interview guide) who solicited responses from the participants as to their motivation in schooling. With the instrument it explored how ALS learners value their schooling; their motivation in attending class/session; and how their motivation relates to their learning. All these were explored to arrive at determining the motivation of ALS learners towards schooling.

Since this study is qualitative type of research, it applied interview method in collecting data. Interview is a qualitative research technique in which small number of research participants individually asked to know their perspective or thoughts about a particular idea or situation (Kajornbooon, 2015). The advantages of interview method are to get complete response from different categories of a sample and thus ensure the validity or results. In addition, interviews are more personal than questionnaires and tend to produce better response rates. The activity was recorded and done in Cebuano language.

First, the researchers used a questionnaire check-list from form and a vocabulary test to gather information from the respondents. By the information gathered, the data was used to analyse to identify the correlation between students' habit in watching English movies and students' vocabulary competence.

5.6 Data Gathering Procedure

In the data gathering techniques, the following steps were observed. First, the researcher wrote a letter to the Schools Division Superintendent for permission as to the conduct of the study. Then, she went to the barangay captain of barangay Simbuco for courtesy call and informed him of her purpose by showing him the approved letter from the superintendent. With the support of the barangay captain, she then arranged schedule with the participants after the informed consent was completed as to the interview.

Interview responses were transcribed and then used for data analysis.

5.7 Data Analysis

Based on Stake (1995) data analysis and interpretation one of the approaches that can be used is through Correspondence and Patterns. The search for meaning often is a search for patterns, for consistency, for consistency within certain conditions, which we call 'correspondence'. Sometimes, we will find significant meaning in a single instance, but usually the important implications will come from reappearance over and over.

As such, the researcher made use of the participants' oral responses and their responses were analyzed well to look for patterns that appeared and reappeared over and over, thereby forming general concepts or themes. Analysis of data therefore was likened to coming up with big ideas of recurring responses from participants that served to indicate the production of themes.

6. Results and Discussion

6.1 ALS Learners' ways of Valuing their Schooling

There are ways that ALS learners show that they value their schooling. As to this fact, there are certain themes that emerge such as: 1) Valuing my Schooling Through Faithful Attendance in ALS Sessions; 2) Valuing my Schooling by Reading my Module; and, the third and the last, 3) Valuing my Schooling by Listening to Advice.

Faithful attendance: The first theme, Valuing my Schooling Through Faithful Attendance in ALS Sessions, means that the selected participants who are learners of ALS really try their best to attend regularly. While some others incur absences, these participants show religious faithful attendance in session/class. This is supported by the following responses.

Four out of seven participants tend to substantiate the come-up theme:

> *Akong gihatagan ug bili akong pag eskwela sa ALS pinaagi sa pagtungha permanente sa sessions. Dili ko mahimutang kung di ko ka eskwela kay nasayud ko nga ang akong pagtuon sa ALS importante. Kung mo absent ko wa koy makat-onan. Dili pod ko mahimong professional; dili ko makalingkawas sa kalisud* [I value my schooling by always going to the sessions. I am not comfortable if I cannot go to the sessions

because I know that my schooling in ALS is very important for me to become professional and free myself from poverty]. - *P1*

Akong gi value akong pag eskwela sa ALS pinaagi sa pagsulod sa sessions regularly. Kung ang uban sge ug absent ako dili kay feel jud nako importante ang makahuman ug eskwela. [I value my schooling in ALS by regularly attending sessions. If others are making absences, I do never because I feel that it is very important to finish in my schooling]. – *P2*

Ang akong pagtuon sa ALS akong gihatagan ug bili pinaagi sa pang attend kanunay sa sessions. [I give value to my studies by constantly attending sessions]. – *P3*

Akong gi value akong pag eskwela pinaagi sa pagtungha kanunay sa session. Dli ko pareha sa uban cge ug absent. [I value my schooling through attending sessions constantly. Unlike others who always make absences] – *P5*

The responses above are proofs that to value one's schooling, one needs to always report to school or attend religiously class sessions. According to Smearn (2016), one indicator or valuing schooling is to never miss class sessions. One is always eager to be in school for learning's sake.

Reading the Modules. The second theme, valuing my Schooling by Reading my Module, means that the participants as part of their schooling give time in reading their modules as this is part of their learning routine.

This theme is supported by the following responses. Two out of seven participants have their say:

Akong gihatagan ug bili ang akong pag eskwela sa ALS pinaagi sa Pagbasa sa akong module aron makakat-on jud. Importante ang pag eskwela kay mao ni maghimo nako nga professional. [I give value to my studies through the ALS by reading my module so that I will really learn. It is very important to have my schooling because this will make me become a professional]. – *P4*

Akong gihatagan ug bili ang akong pag eskwela sa ALS pinaagi sa pag basa sa akong module aron makakat-on jud. Importante ang pag eskwela kay mao ni maghimo nako nga professional. [I value my schooling by reading my module so that I will really learn. Schooling is so important because this will make me become professional]. –*P7*

The responses above do prove that reading modules and other instructional materials is one way of valuing one's schooling. According to Stark (2015), reading modules and other self-learning materials is one way to prove a learner's valuing of his schooling.

Listening to Advice. Valuing Schooling by Listening to Advice, the third and the last theme means that ALS learners value their schooling by listening to advice. To listen to an advice is equal to doing the right thing – just like when a teacher advices her learners to be always present in class as to be present is also a means to gaining learning.

This is supported by this lone response. The participant has his say:

Akong ginahatagan ug bili akong pag eskwela pinaagi sa pagpaminaw sa advice sa among mobile teacher nga mosekwela jud pirme. Mao dili ko nag absent sa session. [I value my schooling by listening to the advice of my mobile teacher to always attend the sessions. So, I never make absences.] *P6*

The above response is indicative of the fact that to value one's schooling is manifested through one's act of listening to advice, especially, from teachers. According to DeTravis (2017), listening to advice is a sign of a student's inner motivation of valuing his schooling. Teachers are like parents who offer advice that keep students live upright lives.

6.2 Motivations of ALS Learners in Attending Class/Session

ALS learners have their motivations in attending class/session. With the responses of the participants on their motivations, there are themes that are developed: 1) Having a Bright Future; 2) Liberation from Poverty; and, 3) Family.

Having a bright future. The first theme, for my Bright Future, means that ALS have considered looking at their future bright as it is through their schooling. This is a motivation (internal or intrinsic) that really inspires them to finish and succeed soon.

This is justified by the responses of three out of seven participants. The following are what they say:

Ang nag motivate nko nga mo apil sa ALS sessions mao ang akong panglantaw sa unahan nga adunay bright future. Kung mahimo kong professional I know naa koy hayag nga ugma. [What motivates me to join ALS sessions is my vision to have bright future. If I become professional, I know I have a bright future.] – *P2*

Ang nag motivate nako nga mo attend gyud sa ALS sessions mao akong pangandoy nga maayong kaugmaon. Sa akong pag eswela mao ni maghimo nako nga professional. [What motivates me to attend ALS sessions is my dream to have a good future. My schooling will make me a professional.] – *P5*

Ang akong kaugmaon maoy nahimo nako nga motivation nga mo apil jud sa sessions sa ALS. Importante ang pag eskwela kay mahimo kung malampuson ugma damlag. [My future motivates me to always join ALS sessions. My schooling is very important because it help become successful someday.] – *P7*

From the responses, it can be conjectured that thinking of one's bright future is one motivation among students why

they need to be in school. According to Tinang (2016), poor students always strive to be in school and never miss classes as they believe that their schooling will help them experience a better future.

Liberation from poverty: The second theme serves as one motivation of the ALS learners why they have to attend class/session. They have a vision that someday when they are finished in schooling and earn a degree (possibly) can be one way to free them poverty.

This is supported by the following responses offered by two out of seven participants. They have their say:

> *Malingkawas sa kalisod. Ang kalisod sa among pamilya mao gyud ang nag motivate nko nga mo attend sa ALS sessions.* [To be free from poverty. Our poor family really motivates me to attend ALS class/session.] – *P1*

> *Kung walay motivation wala unta ko sa ALS. Apan tungod kay motivated ko nga maluwas o mahaw as sa kalisod, mao nga nag attend gyud ko pirme sa ALS sessions.* [If I don't have motivation I will never be here in ALS. But because I am motivated to be free from poverty, that is why, I always attend regularly ALS sessions.] —*P6*

Based on the responses, to be free from poverty is one motivation why ALS learners have to faithfully attend class or session. According to Digang (2015) poverty which is widespread in developing countries inspire students to really be in school and attend classes or sessions. Finishing schooling and earning a degree is one way of living above poverty.

Family. The last theme, Family, is another motivation of the participants that is considered why they have to be in school to attend class/session.

This is proven by two out of seven participants. They said:

> *Matag usa naa gyud motivation. Para sa ako ang naka pa motivate nko nga moapil jud sa ALS sessions mao ang akong pamilya. Sila maoy nagdasig nako nga motungha sa ALS ug sila pod nagdasig nako nga mahimong professional.* [Everyone has motivation. For me what motivates me to attend ALS sessions is my family. They are ones who inspire me to school myself in ALS and they too inspire me to become a professional.] – *P3*

> *Ang akong family maoy akong motivation sa pag attend sa ALS sessions. Dili gani ko mag absent ky kabalo ko sa akong pag eskwela akong mahatagan ug maayong ugma akong mga anak ug asawa. Naa man noon ma trabaho sa among dapit pero kung makahuman ko ug eskwela kabalo ko daku ni nga tabang sa akong pamilya.* [My family is my motivation in attending ALS sessions. In fact, I do not make absences because I know that in my schooling I will be able to give a good future of children and wife. Yes I have work in our place but I know if I am done with my schooling I know this is a great help to my family.] – *P4*

6.3 ALS Learners' Motivation in Relation to Learning

Motivation and learning go together. They are complementing each other. Hence, based on the responses of the participants, there is only one theme that has emerged, "Motivation and learning are inseparable.

Positive Motivation for Schooling is inseparable from learning. The lone theme developed means that when there is positive motivation for schooling, there is also learning. This is possible because when a student is motivated this is inner or outer inspiration pushes him to study and learn and be successful someday. Hence, positive motivation for schooling is inseparable from learning.

This is supported by seven out of seven participants (100%). They have the following responses that support the theme:

> *Kay gusto ko mahaw-as sa kalisod (akong motivation) kinahanglan gyud ko magtuon magbasa ug mag answer sa module aron nay learning. Kung ang uban nko nga classmates cge ug absent ako tungha gyud kay kabalo ko ang akong motivation nga dili maglisod ugma damlag mag-inspire nko nga maka learn jud aron mahimong professional.* [Because I want to be free from poverty (MY MOTIVATION), I really need to study, read and answer my module for learning sake. If other classmates are always absent I am not like them because my motivation to never experience poverty in the future inspires me to really gain learning so that I will become professional.] – *P1*

> *Ang motivation ug pagkat-on magkuyog sila. Kung wakoy motivation, lisod makakat-on. Kay ang akong motivation mao man ang akong hayag nga kaugmaon kini maoy nagdasig nako nga mobasa jud sa module aron makakat-on. Lisod kong wakoy motivation kay ma take for granted nko akong learning.* [Motivation and learning go hand in hand. If there is no motivation, learning is beyond reach. Because my motivation is my bright future this encourages me to really read my module for me to really learn. It is hard to have no motivation because learning will be taken for granted.] – *P2*

> *Kung walay force nga mag inspire ako siguro dugay nako miundang sa ALS. Pero tungod ky naa koy motivation – ang akong pamilya, mao ni ang nagdasig nko nga dili magpabaya sa ALS sessions.* [If there is no force that inspires me, perhaps, I already quit school. But because I have motivation -- my family, this inspires me to never take for granted my ALS sessions.] – *P3*
> *Ang akong pamilya mao man ang akong motivation. Kini nga motivation naghagit nako nga motuon gyud. Naay panahon nga gusto nko moundang pero tungod sa akong pamilya wala koy na miss sa ALS sessions ky aron makat-on jud ko. No motivation, no learning.* [My family is my source of motivation. This

motivation challenges me to really learn. There were times that I wanted to quit but because of my family I never miss ALS sessions so that I will really learn. No motivation, o learning.] – *P4*

Ang motivation ug learning magkuyog gyud ni sila para nako. Kung walay motivation walay pagpaningkamot sa pagtuon. Tungod kay ang inner force nga nag motivate nko mao man ang akong hayag nga kaugmaon (mahimo ko nga professional), kayod gyud ko nga mo learn sa akong pag eskwela sa ALS. [Motivation and learning go together. If no motivation, no laboring for learning. Because the inner force which motivates me which is my bright future (to become a professional), I really strive to learn from my schooling in ALS.] – *P5*

Because my motivation is to float above poverty, kini maoy akong inspiration nga mo learn gyud. I read my module religiously kay kni maoy pagbaton ug kahibalo. No motivation, no learning happens. [Because my motivation is to float above poverty, this is my inspiration that really causes me to learn. I read my module religiously as it means learning. No motivation, no learning happens.] —*P6*

Ang motivation ug learning mag uban ni sila. Sama nako tungod ky na motivate ko mo eskwela tungod sa akong panan aw sa kinabuhi nga adunay hayag nga ugma kinahanglan magtuon jud ko aron maka learn. Bisan pa man rape victim ko ug gina bully wala nako giisip nga moundang kay kabalo ko akong motivation maoy akong inspirasyon nga mo learn gyud sa among mga leksiyon. Kabalo pod ko ang akong motivation ug learning maoy maghimo nako nga professional someday. [Motivation and learning go together. Just like me, because I am motivated to go to school with the motivation of having bright future, I really have to learn. Even though I am a rape victim and being bullied I never thought of quitting because I know my motivation is my inspiration to really learn my lessons. I know too that my motivation and learning will make me professional someday.] – *P7*

From the responses, it can be said that motivation is something that pushes students to gain knowledge and learning in school. According to Chang (2017) motivation is the author of learning. Motivation and learning always complement each other.

6.4 Implications of the Study

This study is leading to manifold implications one of which is that learning through Alternative Learning System one has all the chances to succeed for reasons of having a bright future, being free from poverty and for the benefit of one's family.

This study further means a lot to certain groups of individuals such as the 1) ALS Learners as this study implies that they should never cease schooling as free education through ALS is offered right at their community door. To be an ALS learner does not require transportation expenses as education is delivered directly to the community. Hence, mobile teachers who really sacrifice themselves in going to the communities worth a many praise. 2) Out-of-School Youth and Adults. This study implies as a form of inspiring them to be back to school as schooling affords a lot of benefits. This study further implies that the government or the DepEd needs to intensify campaigns to bring back to school out of school youth and adults. Their schooling could inspire them to grab the chance of re-engaging themselves in learning as education is a valuable tool for a living and for the future. 3) Parents. This inspires them to give all the moral and emotional support to their children who come back to school. They need to encourage their children to study their module, give them time to answer the modules and other forms of support as education is a weapon to rise above poverty. 4) Mobile Teachers. This study implies that their labors in various communities – delivering education right at the community doors is very important act – a manifestation of their dedication or passion for their job. They need to continuously serve their clienteles as they can be considered the carvers of the learners' future.

Finally, this study has this last implication: Motivation is something that pushes ALS learners for schooling. Whether motivation is extrinsic or intrinsic, this is the force that pushes learners to go to school. Hence, motivation for schooling is a spur to learning; it is a precursor to learning.

7. Conclusion

The study concludes that ALS learners demonstrate positive motivations towards schooling, driven by aspirations for a brighter future, economic liberation, and family support. The inseparability of motivation and learning underscores the importance of addressing learners' needs holistically. These findings emphasize the value of ALS in promoting educational access and equity in underserved communities.

8. Recommendations

Based on the findings of the study, the following recommendations are hereby presented:

1) ALS supervisors and mobile teachers need to have massive campaign to have the out-of-school youth and adults be back for school for their bright future for age does not matter to achieve educational success or simply education does not matter on age.
2) Parents and families need to support the schooling of their children or siblings as ALS schooling redound to having a profession and bright future.
3) Mobile teachers need to really prepare the best instructional materials that will motivate learners to study and learn.
4) Future researchers may examine and investigate the different learning attitudes of ALS learners in other areas of the Philippines to figure out whether the results presented here reflect the general situations of ALS learners in the whole Philippines.

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