

Success Stories of ALS Graduates: A Phenomenological Study

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ABSTRACT: This study aims to investigate the significant life experiences of ALS graduates. In addition, this study also wanted to know the strategies and coping mechanisms, application, insights, and suggestions of the ALS graduates regarding success stories in ALS program. This study involved eight (8) learner participants who were subjected to an in-depth interview (IDI). Purposive sampling was used to select participants; data was gathered through in-depth interviews and focus group discussions. The results discussed twelve (12) structured themes: Experiences During the Time in the ALS Program; Challenges Encountered during ALS Journey; Moments or Experiences in ALS that Made a Strong Impact; Motivation to Continue When Faced with Difficulties in ALS; Strategies or Coping Mechanisms that Helped to Overcome Challenges; Sources of Support During the ALS Program; Ways ALS Influenced Work, Family, or Further Education; Proudest Accomplishments After Completing ALS; Insights or Realizations Gained from the ALS Journey; Education and success are possible, despite life's difficulties; Aspects of ALS That Should Be Kept or Strengthened; Recommended Improvements or Changes for the ALS Program; and Advice for Current ALS Learners on Their Journey. The further revealed Alternative Learning System is a solution for those who cannot attend school for various reasons. The participants explained how their experiences helped them develop resilience and determination to overcome financial insecurity, social isolation, and academic obstacles. The system gives learners knowledge, hope, confidence, and motivation to achieve their goals.

KEYWORDS: educational administration, Alternative Learning System, learner. success, public schools. phenomenological research

I. INTRODUCTION

The Problem and its Background : The lived experiences and success narratives of ALS graduates elucidate how the program influenced their personal development, career trajectories, and desires for continuous learning. Opportunity may knock only once, but when it returns in another form, it is because you have learned to build the door yourself. According to Khera (2025) who stressed that success might knock once but resilience, readiness or reinvention enable a comeback in another form. The courage to move on from failures and making the struggles into motivation to fight back harder led individual to a successful career path. These were common testimonies among successful individuals including ALS graduates that said it never too late to shoot for the stars. In United Kingdom, there is a clear distinction between formal and informal learning in educational discourse, as contrasted with poor description of non-formal learning. That poor description of non-formal learning bears relevance to how teachers and learners identify it (Johnson & Majewska, 2024). Findings that students in most U.S. alternative high-school settings have notably lower rates of graduation compared to students in traditional schools a case from a high-income context in which alternative pathways also have little successful cohorts due to hardships they faced while pursuing dreams and worsen by lack of motivation (Nowicki, 2020).

ALS learners acquired practical skills and confidence necessary for economic success, according to Batifora and Baguio (2026). However, a comprehensive process evaluation of the Department of Education's Alternative Learning System (ALS) in the Philippines, key findings demonstrate that the ALS faces substantial operational challenges. Particularly, despite serving only 0.8 percent of basic education learners, ALS receives merely 0.1 percent of the Department of Education's budget. This resource disparity manifests in concerning ways: a pupil-teacher ratio of 75 is to 1, inadequate facilities with 61 percent of Community Learning Centers below standard size requirements and limited learning materials (Albert et al., 2024). Moreover, during the school year 2023–2024, about 54% of the people who started the ALS program in the Department of Education did not finish it. Thus, problems related to ALS program access and completion highlight the need for further data regarding the circumstances of kids and teenagers who lose out on the program's educational chances. Any attempt to improve ALS delivery and create a more equity-based intervention in learning opportunities and results must be guided by such evidence (UNICEF, 2021). In Maragusan, problems still exist despite the constant efforts of educators and community members to link adults and out-of-school adolescents via the Alternative Learning System. Because so few students can continue their education and finally succeed in the field they have chosen,

the learners' survival rate is poor. Internal issues like low motivation, which results in low attendance and dropout rates, are common to all of them. Their ineffective coping strategies for handling both academic and personal challenges hinder their development and make it difficult for them to maintain their resolve when they fail. Additionally, they feel alone and disappointed when they don't have supportive mentors or role models to help them along the way, and they have no concept what education might accomplish for their future. Success stories of ALS learners are compelling witnesses to resiliency, drive, coping skills, motivation and hope among people who used to be ostracized by formal education. Even in the face of obstacles such as poverty, early family or social responsibilities or stigma, the learners have discovered through ALS a second opportunity to follow their aspirations and rechart their futures. The stories tell not just about the accomplishment of educational goals but also about personal development, self-esteem and empowerment and how education continues to be a transformative tool at whatever age, background or condition (Hysa & Jakupaj, 2024). Such narratives capture the identity of ALS as a connector to inclusivity, lifelong learning and chances beyond the four walls of the classroom (Labarrete & Tiopes, 2025).

Purpose of the Study: This phenomenological study aimed to explore the lived experiences, challenges, coping mechanisms, application, insights gained and suggestions by the eight successful ALS graduates in Maragusan East and West District on how the Alternative Learning System made them into the person they are now through in-depth interview.

Review of Related Literature : An academic literature review seeks to uncover pertinent and suitable scholarly resources that substantiate a study's thesis. The ensuing literature and research offer further clarifications concerning the conclusions of this study. A detailed collection of important results, viewpoints, and topics from several writers is provided to enhance understanding of the study.

Alternative Learning System (ALS) . ALS is a similar instruction process in the Philippines that gives each learner a chance to be an out-of-school youth or adult (OSYA) who is said to have new and enhanced primary and active learning skills, and to have related and aligned trails of education to complete the learning requirements of education. This new learning approach was designed to provide pupils who had abandoned their studies as well as those who were unable to attend school due to their age a second opportunity (Calabit, 2022). People's motivation to learn is influenced by their impressions of other people's extraordinary success. Remarkably little research has been done on this relationship in the extensive body of literature on organizational learning. According to research, people are more interested to study when they believe that someone else's performance is more extraordinary than when they believe that someone else's success is more normal (Quinn, et al., 2021). Testimonials from credible sources are an evidence-based strategy for behavior change (Rooper, 2025).

Students from non-traditional backgrounds, or those who have had negative experiences of schooling, may find the attainment of success by this definition either more difficult to achieve, or at odds with the successes that are valuable to them (Allen & Arts, 2025). Researchers find the strongest association between feeling that life has meaning and feeling good about oneself. Self-efficacy is also very important, regardless of sex. Having a high level of self-efficacy is simply a huge advantage, the absolute belief that you will succeed at something (Frohnweiler, 2024).

Experiences of ALS Graduates. Everyone is discussing lived experience, from the White House to academic hallways to social media. However, there is a great deal of misunderstanding regarding the exact meaning of the phrase. A portion of these misunderstanding stems from ignorance of the term's history and the philosophical necessity it was coined to solve. Thus, this essay's primary goal is to clarify what "lived experience" means by highlighting and listing its many characteristics as they appear in Wilhelm Dilthey's ideas, who created and popularized the philosophical term (Casey, 2023). Although interpretive phenomenology offers a distinctive approach to studying lived experience, few academic publications offer researchers methodological advice, and many studies don't align with the philosophical underpinnings of the approach (Frechette et al., 2020). Education advocates have long advocated for universal access to education. Nevertheless, some students continue to leave the conventional teaching and learning environment despite the numerous educational initiatives and programs that support inclusivity. It's interesting to note that the study's findings showed that ALS students dropped out of school because of issues with their families, interpersonal disputes, money, and accessibility. However, as they traverse the alternative education road, the participants' stories provided a means of gaining a thorough grasp of the underlying issue impeding their learning process (Abel Jr, 2024).

Research highlights the significance of fostering supportive situations where individuals receive encouragement from peers and teachers, develop self-assurance, and are subsequently inspired to succeed academically (Merdiaty & Sulistiasih, 2024; Durog, 2025). Furthermore, Perado (2023) conducted a study that aimed to characterize the lived experiences of successful ALS graduates who went on to pursue postsecondary education at the three Pangasinan State University campuses in the eastern region of the province of Pangasinan: Sta. Maria, Asingan, and Urduyay City. The participants' coded responses yielded twelve themes, which insightfully reflect the underlying patterns of textual content in three categories: seeing the bright side, hope of the hopeless, transitioning from ALS to college is a quest, unpreparedness for academic tasks, determination is the key to success, chasing the opportunity, finding a light in the dark, accepting weaknesses begets strength, managing time wisely, turning silver into gold, reaping the sweet fruits of hardship, and blessing in disguise. Many students struggled financially while attending school and used limited resources to meet their personal needs (Zickafoose et al., 2024). In addition to providing educational opportunities, the Alternative Learning System enables people to rebuild their goals and strive for a better future (Tan & Cabaguang, 2025).

School experiences have a crucial role in forming young people's worldviews, sense of value, and willingness to participate in both school and society at large (Králik, 2023). A study's findings highlight how hard it is for underprivileged students to question their marginalized status because it has been consistently reinforced by their interactions with the educational system and institutional judgment. In many situations, a student's seeming disengagement and apathy toward school can be interpreted as a form of resistance against social relationships that exclude them. Students who are at danger of disengaging may be more successfully engaged by educational structures and procedures that take into consideration the relational struggles and aspirations of young people to belong (Moensted, 2022). Learner mothers who dealt with multiple roles made up the majority of ALS students. To face life's obstacles, they learned efficient time management and multitasking techniques. Children, families, teachers, and even those who opposed them served as sources of motivation for ALS students. Financial instability, juggling several obligations, curriculum and learning resources, and the learning environment were among their frequent problems (Ucab & Luzano, 2023). The following are the five main findings: Education is a means of improving one's status as an adult, achieving goals, and raising a family; Time management is the best way to manage one's responsibilities in terms of having a family, working, and taking care of the house; ALS students view their education as a survival-of-the-fittest because they lack opportunities, struggle, fear, and pressure to finish secondary school and become a different person; College study presents ALS passers with a survival-of-the-fittest in education because insecurities, struggles, fear, and pressure are there to stop them, but they are able to overcome all those obstacles with the help of others and self-determination; and ALS passers chose to be inspired, work hard, be patient, and diligent in order to overcome obstacles (Pascual et al., 2022).

Subsequently, conflicting obligations, time and money limits, inability to focus, low self-esteem, and inconvenient scheduling are some of the challenges faced by adult learners. According to the respondents' profile, social circumstances and poverty are major causes of school dropouts, underscoring the necessity of measures to address these problems. Career aspirations, personal objectives, hopes for the future, and a desire to learn and grow are some of the reasons people enroll in the ALS program. A The ALS program offered the students a fresh outlook on their obstacles and potential successes (Hero, 2022). ALS students' needs include the need for additional instruction and seminars, especially in areas like leisure, education, and economic success. There was also a clear interest in education and digital literacy, as well as practical life skills. The main obstacles experienced by ALS learners were found to be family obligations, transportation problems, and financial limitations (Pascual et al, 2022). Resilience in overcoming academic obstacles is demonstrated by students' unrelenting dedication to learning, as they make extra effort to restore learning habits and recall fundamental abilities (Windley, 2025). Another research study was conducted to investigate the various reasons for enrolling in the Alternative Learning System (ALS) in order to ascertain what elements are responsible for learners falling out of the program. After doing research, it was shown that there exists a strong correlation between the reasons students provided for enrolling in ALS and the variables that influenced their decision to discontinue their participation in the program. One possible solution to the problem of students dropping out of ALS programs is the implementation of radio-based instruction (RBI). This method of delivery would be an alternative to traditional classroom instruction, and it would be initiated and implemented effectively to address the challenge of student discontinuation (Tomarong & Rañoa, 2024).

Coping Mechanisms of ALS Graduates. As stated in the policy of the World Health Organization and the European Health Alliance, there are no predetermined criteria for coping mechanisms; instead, they are variable depending on sociocultural factors, including geographic location,

Social groupings, gender, age, and historical period, and are also significantly influenced by an individual's previous experiences (Dutta, et al., 2025). A study discovered that the coping methods that were most frequently used were problem-solving and social support. According to their comments, maintaining a meaningful sense of purpose whether it be finishing school, finding better employment opportunities, or achieving a better family life served as a motivating factor that sustained their dedication and determination throughout their studies (Tause, 2024).

These results agreed with the findings of a previous experimental study, which demonstrated that it is highly recommended to encourage students to utilize social support as a means of coping with difficult situations (Warshawski, 2022). Moreover, Pirro (2024) emphasized that classmates supported and stood by one another, while professors offered direction, encouragement, and patience, experiences that helped reduce fears and self-doubt. Active coping, restrict coping, religious coping reframing, and planning were the most mentioned strategies among the university students from Ghana and Malaysia who were surveyed. In prior studies, most students were discovered to rely on social support and problem-solving more frequently than other coping mechanisms when dealing with stressful situations. The findings of this study suggest that it is essential to provide university students with stress-management training sessions or seminars that are specifically designed to address their individual requirements, cultural backgrounds, and religious beliefs. Because stress has negative implications when it comes to an individual's health and academic performance, policymakers in higher education ought to take into consideration the possibility of introducing a training program of this kind for students who are beginning their studies (Alkhaldeh et al., 2023).

Learners can continue to make progress in the face of little monitoring because to self-motivation and a sense of accountability. This finding is consistent with research that has been conducted on self-regulated learning in remote education and alternative educational environments (Mendoza et al., 2021; Ramos et al., 2023). In the existing evidence, these coping techniques are widely acknowledged as predictors of educational resilience and long-term performance (Padilla & De Guzman, 2023; Cahapay, 2022). Providing administrative support is essential for students with special needs to feel secure. The team addresses the needs of students with special needs in the classroom with compassion, dedication, and without discrimination. For instance, when students encounter barriers accessing school amenities. The team is committed to providing equal access to educational facilities for students with impairments. Second, class teacher support is crucial. In the classroom, teachers act as parents for kids, especially those with special needs. Support from teachers is essential for creating an inclusive classroom. Positive social interactions between teachers and students with disabilities promote equality and provide a great example for the entire class. Teachers express excitement for supporting pupils with exceptional needs. They impart knowledge and value in the classroom (Isip, 2022).

Third, special tutors help create an impartial class. Their experience demonstrates that when students have teachers who genuinely care about them and are eager to assist, learning is improved and becomes even more meaningful (Francisco & Buri, 2024). In inclusive classes, companion teachers can assist teachers who struggle with communicating with students with impairments. Both proactive habits are shown by teaching students to help each other throughout learning activities. Fourth and most crucial, peer support. Student attitudes towards assistance differ between ordinary and special needs pupils. They help each other in many ways (Isip, 2022). According to the findings of Segbenya and Anokye (2023), there was a statistically significant association between coping mechanisms and educational production among those learning via remote education. This relationship was also found to be present in cases of instructional obstacles, psychological challenges, socio-religious problems, and institutional challenges. In addition, coping methods were found to have a statistically significant association with educational outcomes. The four primary coping techniques that were shown to be successful among students who were learning remotely were problem-focused, emotion-focused, preventive, and proactive strategies.

In order to minimize the obstacles that learners who are participating in distance education face, it was suggested that human resource managers provide orientation, counseling on coping strategies, learning and teaching facilities that are both appropriate and adequate, supply modules, and timely communication of feedback on assessments. In addition, they should provide course tutors who are committed and qualified. Meneghel et al. (2019) study evaluated the connection between coping mechanisms, academic resilience, and student outcomes in the classroom. To improve academic performance and satisfaction, the study highlights the significance of developing academic resilience through useful coping strategies. Despite their concern, ALS learners shown resilience by continuing their education and adapting to specific circumstances (Tabanao, 2025).

The study highlights the importance of coping techniques in fostering students' success and well-being by examining how resilient behaviors help students overcome obstacles and failures. The results underline the critical importance of resilience-building interventions in educational practice by indicating that developing academic resilience through coping mechanisms can result in better academic outcomes and general student satisfaction (Calo & Salvaña, 2024). It was in line with Hassan's (2024) findings that the required strength and motivation for action were provided by positive reinforcement, patience and leadership from educators, and financial and emotional support from peers and family.

The difficulties faced and coping mechanisms established by students enrolled in the Alternative Learning System (ALS) were examined in a qualitative study. A study that employed focus groups and in-depth interviews found that ALS students faced challenges with family-related obligations, emotional and psychological stress, academic gaps, and access to learning materials. When circumstances were challenging, their faith gave them consolation and encouragement to continue their education (Komariah & Nihayah, 2023). The participants' cooperation with peers, focus, discipline, and time management, as well as their heavy reliance on mentor and teacher support, demonstrated resilience in the face of these challenges. Students with ALS view school as a means of bettering themselves and their families, according to thematic analysis. The participants demonstrated coping mechanism based on autonomy, accountability, and self-efficacy that enabled them to take control of their education (Deiparine, 2025). Another study demonstrated that peer support, self-discipline, mentorship, and good time management are not merely coping mechanisms, but also crucial life skills that are necessary for success in a variety of situations. Peer networks and collaborative learning are two ways to build a sense of belonging and reduce academic gaps (Gabuyo et al., 2021; Villanueva & Tan, 2023). Moreover, the ways in which students cope with the difficulties they face in relation to money. It demonstrates that most students resolve their financial issues by creating a sound budget, putting in more effort each day, making a living, and supporting their spouse. Some said they prioritized having food and necessities before working on the modules, trying to ensure the family has three meals a day. To put it another way, before the respondents could focus on their courses, they needed to be guaranteed their daily sustenance (Wayas & Dinoro, 2023).

Application. Significant institutional strengths are found in the review, especially in program flexibility and teacher commitment. According to the facts shown above, ALS graduates successfully applied the knowledge and abilities they gained to accomplish their individual objectives (Calabit, 2022). However, the success of the initiative is hampered by significant resource constraints. Important conclusions show that the ALS has significant operational difficulties. Most significantly, ALS only receives 0.1 percent of the Department of Education's funding, even though it serves just 0.8 percent of basic education students. Concerning examples of this resource gap include a student-teacher ratio of 75:1 as opposed to the goal of 25:1, subpar facilities which is 61 percent of Community Learning Centers fall short of the required size), and a dearth of instructional resources (Albert et al., 2024).

Challenges that single moms encounter while enrolled in Alternative Learning System (ALS) classes, rated in accordance with the frequency of the common responses. The difficulties that single mothers face can be summarized as follows: they are responsible for taking care of their children while studying, they struggle with financial difficulties, they are bullied because they are single mothers, they struggle to understand the lessons, whether they are academic or technical in nature, and they struggle to gain the trust of their parents so that they can continue their studies in earnest. The comments suggest that the single mothers who participated in the ALS program were determined to keep going and complete their studies despite the obstacles they encountered. They overcome all of the peculiar conditions that divert their attention from their academic trip, which is intended to improve their existing state of well-being (Moleño & Bermudo, 2021). Furthermore, the findings of the study reveal significant obstacles that are impacting the implementation of ALS programs. These challenges include a lack of face-to-face interaction, ineffective communication between teachers, difficulties in understanding educational modules, a lack of resources and facilities, and a written workload that is overwhelming. In addition, problems pertaining to student motivation, the need for teacher training, resource limits, and curriculum mismatch were brought to light (Paez, 2023). Difficulties in mathematics, a lack of financial resources, problems with transportation, responsibilities to family, health concerns, and the necessity of working are all some of the hurdles that were brought up by those who responded. Financial difficulties were the most often cited impediment, which demonstrates the importance of economic limits in the educational path of those who responded to the survey. Students who are concerned about their financial situation tend to perform less well in school, according to Usman and Banu (2019), who also discovered that financial stress is associated with worse scores.

Also, adults who are learners are faced with several challenges, such as a lack of attention, a decrease in self-assurance, and schedules that are inconvenient, as well as financial restrictions, time constraints, and conflicting duties. It was discovered that these obstacles had an impact on adult learners who had a variety of responsibilities, and because of this, the challenges created impediments to education. Arzadon and Nato (2015) point out that the ALS program faces several challenges, including difficulties in securing funding, the need for improved teacher training, and the demand for more flexible learning options (Catyong et al., 2023). When a person does not have enough financial resources, they are faced with obstacles or limitations known as financial constraints. Students' academic performance is negatively impacted by financial stress, according to a study that was carried out in the Philippines by Jaquett et al. (2021). The study also revealed that students who are experiencing financial issues may have difficulty forming relationships with peers who are wealthy, which can lead to feelings of embarrassment and isolation. The findings suggest that financial stability is essential in education because it enables respondents to concentrate on their education and participate in the learning process. However, financial restraints can prohibit someone from receiving an education, which demonstrates how access to resources can have an impact on academic advancement.

The challenges that people encounter when attempting to use their time efficiently to juggle conflicting demands and obligations are referred to as problems with time management. Wolters and Brady (2021) conducted research that demonstrated that students who got time management training were able to increase their academic performance by making better judgments about how to use their time. The findings imply that conflict between academic activities and family responsibilities can make it difficult to fully concentrate time and energy to the studies (Vismanos et al., 2024). People deal with difficulties by remaining cheerful, thankful, and hopeful (Rahim, 2024). Past Mistakes are defined as behaviors, decisions, or judgments that have resulted in an outcome that was not desired. Self-reported perceptions of mistakes as opportunities for learning for students' emotional-motivational response, which encourages persistence and involvement despite obstacles, as well as students' proclivities for behavioral reactions that include metacognitive activities and learning that is related to errors in conduct (Tulis & Dresel, 2025). The results of the study demonstrated that it is of the utmost importance to make prudent and well-considered choices and to place education as a top priority to prevent impediments and delays in the process of achieving objectives or dreams (Vismanos et al., 2024).

Another challenges, when an individual or organization is uncertain about the objectives they wish to reach, the goals they want to accomplish, or the path they should take to achieve those goals and accomplishments, this situation is referred to as a "initial lack of direction." other tasks and, to be honest, spent a significant portion of it messing around. Self-efficacy, which is a personal notion that is included within Bandura's social cognitive theory, has an impact on behavior and social contextual elements, while also being influenced and formed by them (Schunk & DiBenedetto, 2021). The results of the study suggest that the participants have difficulty making progress in their education without a defined purpose. This lack of progress can lead to setbacks and even downfall in their educational pursuits. Distractions have a detrimental effect on our capacity to concentrate and finish tasks, which is what we regard to as disruption due to distraction (Vismanos et al., 2024). Students who do not have clear goals may have a difficult time staying motivated, which can prevent them from participating in productive learning activities, and it can also make it more challenging for them to improve their performance in school. This is according to a study conducted by Schunk and DiBenedetto (2021), which explores the ways in which the lack of clear goals might impede motivation. The results of the study indicated that letting distractions to get in the way of accomplishing one's objectives can slow down the process of reaching those objectives. However, being aware of the impact that distractions have on one's progress and getting back on track can still result in significant improvement and success.

Insights Gained as ALS Graduates. Insights are little bits of knowledge that provide person with a thorough comprehension of a subject matter and experiences. insights might highlight a vital piece of information that helps you clearly grasp the experience. A critical element of lifelong learning is the capacity to acquire insights, which enables students to continue learning and adapting over the course of their lifetimes (Thwe & Kalman, 2024). People in our knowledge-based society may overestimate their own knowledge when evaluating their own level of expertise. However, when people are asked to explain the material, this knowing illusion might be lessened. In contrast to a traditional educational setting, where students are taught to develop their metacognitive comprehension of scientific subjects by expanding and assessing their own knowledge, adults in informal settings typically do not receive this kind of scaffolding (Vaupotič et al., 2022). The findings demonstrate the critical role that supportive connections, specialized teaching methods, and flexible learning strategies play in easing these difficulties. The narratives of the participants highlight the value of self-advocacy and resilience, providing valuable insights to inform the development of inclusive education policies. According to this report,

ALS needs to make changes right away. Strong anti-bullying programs, improved resource allocation, inclusive teaching materials, and improved professional development for teachers should be given top priority. For ALS to successfully fulfill its mission of providing fair and uplifting educational experiences for students with disabilities, three crucial areas must be addressed (Macalalad, 2025). Practical abilities required for career advancement and success in the workplace (Anderson et al., 2024).

The success stories of Joy Anne in the Philippines and Sarah in the US serve as examples of how ALS and similar alternative education programs can change lives when tailored to the needs of each learner. Learning can be pursued and achieved at any time in life (Nodooshan, 2022). Their everyday struggles gave them a sense of purpose and strengthened their resolve to embrace ALS as a means of escaping poverty (SAMILLANO, 2025). Their experiences support a common conviction that life's difficulties have strengthened their sense of emotion, personal development, and accomplishment (Magolda, 2023). To overcome obstacles and advance learner empowerment, these stories highlight the vital significance of individualized education, advocacy initiatives, and community involvement (DepEd Philippines, 2021). They discovered empowering and meaningful learning outside of the usual classroom, which altered their viewpoints and created new opportunities for both professional and personal development (Cartoneros, 2024). Further, Boonma (2025) mentality that allowed them to endure, turning challenges into valuable lessons that lead them to achievement.

Besides, the curriculum of the ALS Behind Bars Program serves as a reminder to the PDLs of their disregard for and underappreciated dedication to education. They are reminded of how their lives might have turned out if they had followed an academic path while they were still part of the general population by this shadow of their academic background. In a similar vein, the PDLs view the ALS Behind Bars Program as a game-changer since it frees them from the stigma associated with being criminals and denies them access to all government-provided educational resources. They therefore expect to be illiterate for the rest of their lives. All of them indicate their desire to learn as much as they can and develop new abilities for the benefit of others who will be waiting for them to finish their prison sentences (Labarrete & Tiopes, 2025). Ucab and Luzano (2023) define motivation as a person's intense desire or enthusiasm that propels him to work toward accomplishment. Self-motivation does, in fact, enable an individual to confront and overcome any challenges to fulfill their life's ambitions (Victoria, 2025). Through the ALS Behind Bars Programs, ALS provides PDLs with the chance to achieve their goals, including making a living and leading a tranquil existence. Additionally, the educational setting serves as a reminder of the immense worth of the education they have squandered.

Suggestions. A lot of different things affect how people act. These include biological, psychological, social, cultural, economic, environmental, and external stressors that have a big impact on how people interact with and react to their surroundings. Motivation is the desire to finish a goal, together with the drive and excitement to do so. It is the force that pushes a person to act and attain their goals (Bandhu et al., 2024). According to the psychology notion of intrinsic motivation, people participate activities or behaviors because they find them personally fulfilling or engaging, not because of any external demands or rewards. Feelings of delight, interest, and fulfillment in the task itself are characteristics of intrinsic motivation, which is thought to be self-driven (Ryan & Deci, 2020). Meanwhile, extrinsic motivation has been used to explain why people do things like employment, volunteer work, and study in a variety of contexts, including the workplace, sports, and education. This inspiration helped them overcome their fears and stay determined throughout their ALS journey (Pimienta-Mendoza, 2024). Research indicates that whereas extrinsic rewards may be useful in boosting performance and motivation in the short term, they may have detrimental consequences on these factors over time by diminishing interest in the task and a sense of autonomy (Duggal et al., 2021). An individual is more likely to feel confidence in their potential to accomplish comparable accomplishment in the future and, thus, be more motivated to engage in similar activities if they ascribe success to their own abilities. However, if someone blames anything for a failure, they could feel less accountable for the result and be less inclined to repeat the same actions in the future (Moring, 2022).

In addition, Pang and Lee's (2023) study looked at the connection between adult learners' academic success and motivational elements in continuing education. They discovered that the best indicators of academic success for adult learners are social pressure and personal growth (Catacutan, 2025). Escapism, social and communication enhancement, and job advancement are the motivational elements that do not significantly predict outcomes. Academic performance is higher for adult learners who are more intrinsically motivated to grow personally (Sacabin et al., 2025). On the other hand, adult learners who are more driven by social pressure (extrinsic motivation) have worse academic results. Compared to extrinsic incentive, intrinsic motivation appears to be more effective at raising adult learners' academic attainment. According to Puertos (2021),

Success in ALS takes hard work, dedication, perseverance, and self-confidence in addition to good fortune. It indicates that ALS is viewed as a chance to make people's life better. Even while lifelong learning is crucial for both individual and social success, little is known about what motivates adults to continue learning throughout their lives. Expanding upon educational psychology methods (Gorges et al., 2016). Despite notable advancements, Cambodia's literacy program implementation still faces obstacles related to dropout, sporadic attendance, and inactive learning engagement. There is insufficient study on learners' motivation to learn literacy and the obstacles that stand in their way (Lang, 2025). The main factor influencing ALS students' motivation to learn through modular education is support from their instructors, family members, and fellow students. Poor understanding of the module material, sporadic interest, connectivity problems, budgetary limitations, and the CLC's remote location are common problems for students. To motivate ALS students to reach their learning objectives or perform at their best, a reward system might be implemented (Dollison, 2023). It gave them spiritual and emotional inspiration, which enabled them to keep going and get past obstacles (Musya, 2023).

Further, the presence of leaders shook every community to its core and affected followers' perspectives as they formed their own opinions. One form of authority is leadership, which gives one individual the power to affect or modify another's values, beliefs, behavior, and attitudes (Camacho et al., 2022). When they felt worn out, perplexed, or anxious, they prayed to entrust their concerns to God and seek His will, according to Rebala et al. (2025). It is interesting to think about what might have kept students in the ALS school despite the problems they were having. The level of internal and extrinsic motivation of ALS students, the level of academic engagement of ALS students as measured by how on-time and well they do on assignments, and the strong link between the level of motivation and academic engagement. As they worked independently to continue their studies and fulfill their goals, working while they were in school strengthened their resolve (Zhang & Shakibaei, 2025). The people who took part in the study had very high level of both intrinsic and extrinsic motivation. The data also showed that the respondents were very interested in school, which suggests that there is a strong link between interest in school and motivation (Idulsa & Luzano, 2024). According to Spohrer (2024), taking the time to review after work helped them stay dedicated to the goals in spite of exhaustion and interruptions from other commitments. It strengthened Henke et al.'s (2022) notion that by being committed and working nonstop, they were able to seize opportunities and overcome fatigue and demotivation.

Accordingly, there were seven motivational reasons were discovered among adult learners who enrolled in the Program: communication skills and social contact, professional growth, intellectual recreation, cognitive curiosity, family togetherness, children's relationships, and educational compensation. The motivational orientation of adult learners was influenced differently by age, gender, course type, and educational background (Das & Kumar, 2022). There was a positive and significant correlation between student motivation and learning strategies; learning methods could be considerably predicted by three predictor factors of student motivation, and learning strategies were best predicted by value components of student motivation. In conclusion, these findings indicate that, when teachers apply learning strategies, such variables as motivation including value, expectancy, and affective components should be strongly considered to be in place. For the pupils to succeed, it is finally hoped that they would be self-regulated learners (Hasan et al., 2021). The findings highlight how crucial it is for students to have both dynamic planning abilities and dispositional motivation traits to succeed. There was no control over conventional psychological determinants of performance, such as conscientiousness and general mental capacity. By educating motivated students how to plan and arrange actions on their path to success, higher education institutions could help them along the road (Lisá et al., 2023). Additionally, student motivation is now a psychological construct that educational psychologists and educators alike would focus on and invest resources in due to its malleability through theory-based interventions and methodically planned changes of contextual factors such as school climate, instructional practice (Liem & McInerney, 2020). They demonstrated perseverance as a key component of their achievement by staying committed to their objective and continuing to learn in spite of exhaustion and scholastic difficulties (Comings, 2023).

Moreover, one of the EU nations with the lowest rates of college graduates is Italy. Finding the elements that encourage greater academic performance can help reduce dropout rates, improve educational attainment, and enhance the wellbeing of the adult population. It was hypothesized that students' reported competency in career planning and their ability to control their studying effort would have an indirect impact on academic accomplishment due to acknowledged academic motivation. The results obtained supported the hypothesis that there is a relationship between identified motivation and GPA through the serial mediation of significant learning effort regulation and confidence in career planning, as well as between identified motivation and exams passed through the same mechanisms (Floris et al., 2024).

Consequently, Stiensmeier-Pelster and Otterpohl (2018) demonstrated how motivating factors have a major impact on students' learning behaviors and academic success. Both before and during the learning process, this influence is there. The two most significant proximal drivers of learning behavior are task value and expectancy of success. Both rely on students' perceptions of their academic self-concept, self-worth, and objectives as well as their prior experiences with success scenarios, their underlying causes, and the emotions that go along with them. Important distal influences are students' cultural background and the actions of influential socializers. The chapter outlines some pedagogical suggestions for educators on how to control their conduct for the good of their pupils. The predominant issues faced by ALS learners in the execution of the Alternative Learning System are familial difficulties, marital discord, excessive distance from educational institutions, and financial constraints. The recommendations encompass the ongoing execution of ALS programs, enhancement of co-curricular offerings, acquisition of necessary facilities and equipment, and the creation of possibilities for ALS graduates (Besmonte, 2023).

Theoretical Lens : This research is anchored in Self-Determination Theory (SDT) by Deci and Ryan (1980), which posits that individuals succeed when their fundamental psychological needs for relatedness, competence, and autonomy are satisfied. The motivation is the foremost factor affecting perseverance and achievement of the graduates of the Alternative Learning System (ALS). Their experiences in the program in real-life circumstances such as helpful facilitators, interaction with one's peers, and accommodating learning experiences strengthen these needs and maintain the motivation for learning. SDT describes how intrinsic motivators (personal aims, improvement of self, ambitions) and extrinsic motivators (family expectations, work opportunities) combine to create meaningful motivation such that the learner remains motivated towards the educational endeavor. SDT also offers a lens through which ALS graduates' challenges and use of coping strategies as part of sustaining the learning trajectory can be understood. When they successfully address the challenges of poverty, stigma, and family obligations using resilience, social support, or faith, their relatedness and competence are solidified. These challenges and successes inform the rewards obtained such as self-confidence, identity development, and a renewed goal setting. In this respect, SDT not only reveals why ALS graduates endure under adverse circumstances but also indicates how their stories of survival are the product of the dynamic interplay of motivation, lived experiences, challenges faced, use of coping strategies, and the transformative rewards they get that simply made a real successful stories that brings inspirations among others to look at and to follow.

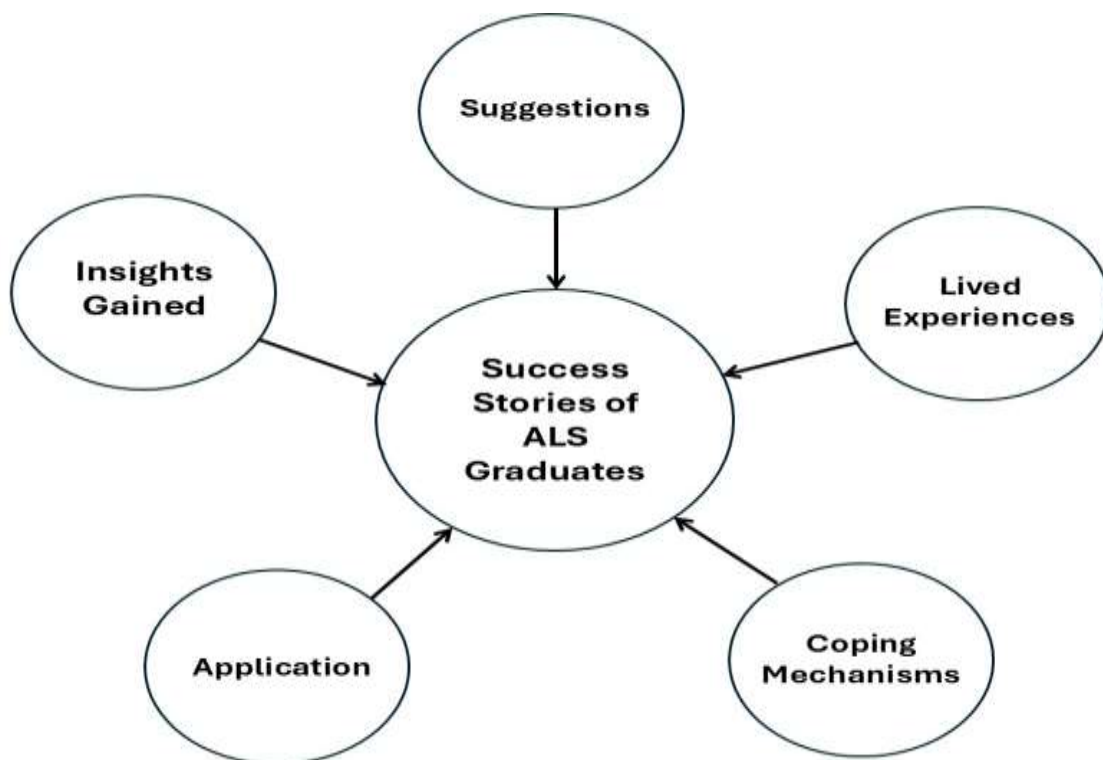


Figure 1: Conceptual Framework

Research Questions : The study aimed to explore the perspectives of the participants on their success through Alternative Learning System (ALS). This was guided by the following questions.

1. What significant life experiences influenced the educational journey of ALS graduates?
2. How did ALS graduates cope with the challenges they faced while completing the ALS program?
3. In what ways do ALS graduates apply the knowledge and skills they gained from the program in their daily lives, work, or further education?
4. What insights or realizations do ALS graduates identify as most meaningful in their success journey?
5. What suggestions do ALS graduates offer to improve the implementation and delivery of the ALS program?

Scope and Delimitation : This phenomenological study focused on the lived experiences, application, the coping mechanisms they have used, the insights they gained as Alternative Learning System (ALS) graduates and their suggestions. The participants were eight successful Alternative Learning System (ALS) graduates of Maragusan East and West District in the Division of Davao de Oro. Participants undergone in-depth interviews. The study was conducted in the academic year 2025-2026.

Significance of Study

The findings of this study would benefit the following:

Learners. The findings of the study would help the ALS learners to have inspiration and guidance while pursuing their dreams in life, duplicate determination and success.

Teachers. The findings of the study would be beneficial to the ALS teachers and implementers who would be informed on the issues and challenges faced by the ALS learners for mitigation and support.

School Administration. The findings of the study would help the local school leaders to evaluate the implemented programs and activities related to ALS. Also, it would inform them of the perspectives and challenges of ALS learners and ways to succeed to facilitate informed decisions.

Department of Education. The findings of the study would be beneficial to the Department of Education for it would be an additional knowledge and research that would help them weigh in the ALS programs they have been implementing. This could be their basis for innovations, policy making and actions.

Future Researchers. The findings of the study would be used as reference data in conducting new research on successful Alternative Learning System (ALS) graduates in broader and different areas for result validation. This study would also be served as cross-reference for whatever purpose it may serve that would give them a background or an overview of the different perspectives.

Definition of Terms

For a better understanding of the research, the following are defined operationally.

Application. This refers to the ways ALS graduates apply the knowledge and skills they gained from the program in their daily lives, work, or further education.

Coping Mechanisms. This refers to the strategies, process of behavior that an Alternative Learning System (ALS) graduates used to fine-tune to the changes as well as to cope with challenges brought about by the challenges in life while studying.

Insights. This refers to the takeaways and learned life's concepts by the successful Alternative Learning System (ALS) graduates from their experiences.

Lived Experiences. This pertains to the actual and real-life experiences of successful Alternative Learning System (ALS) graduates as they as they strive for their aspirations in life.

Suggestion. This pertains to the perspective do ALS graduates offer to improve the implementation and delivery of the ALS program.

II. METHODS

This chapter discusses the specific processes and procedures that the researcher performed in this research. This includes the following: research design, research locale, research participants, roles of the researcher, data gathering procedures, data analysis, and trustworthiness and credibility of the study and ethical considerations.

Research Design : This study employed qualitative research, specifically phenomenological design. Phenomenological analysis as a form of qualitative research seeks to explore and explain the essence of experiences as they are lived and described by individuals directly confronted with a provided phenomenon (Lim, 2025). This design is not simply about telling what happen as it occurs but about pinpointing the underlying meanings, structures, and themes that emerge from what participants themselves have described as having experienced. Thus, phenomenological research design concern with individuals' subjective world, it provides a systematic method for exploring how individuals make sense of what they have experienced and what this does and how it changes their ways of thinking and acting. This approach is particularly valuable where the study's goal is to obtain a deeper and richer understanding of complex human phenomena that will not adequately reveal themselves with quantitative measures only (Goulding, 2005). The phenomenological design is most appropriate for the study on the "Success Stories of ALS Graduates" as it seeks to capture and interpret the essence of their lived experiences. This approach allows for an in-depth exploration of how graduates themselves make sense of their educational journeys, highlighting the personal lived experiences, application, coping mechanism, and insights of the study's participants that shaped their success (Neubauer et al., 2019). Unlike other qualitative designs, phenomenology centers on the subjective meanings individuals attach to their experiences, making it especially suitable for amplifying the authentic voices of ALS graduates. Through this lens, the study can provide valuable insights that go beyond documenting achievements to understanding the deeper significance of success as experienced by the participants (Shorey & Ng, 2022).

Research Locale : This study was carried out at community ALS learning centers in the Municipality of Maragusan, province of Davao de Oro. Maragusan is bordered to the north by New Bataan, to the south by Pantukan, to the east by Davao Oriental, and to the west by Maco and Mabini, Davao de Oro. It includes of 24 barangays. According to the 2015 census, it has a total population of 60,842. San Mariano was its original name. Although there are many different ethnic groups living there, the Mansaka tribe makes up the majority. Because of its temperature, it is referred to as "Little Baguio." The region boasts stunning green scenery and a rough, hilly landscape. The municipality is home to a wide variety of flora due to its chilly environment, and agriculture is the main source of income for the locals. It is one of the leading providers of fruits like bananas and vegetables within and outside of the province of Compostela. The site has produced the sweetest banana ever and it is also known not only in Davao de Oro Province but also in the region due of its very unusual species of a flower which has the largest petals. Before the majority arrived, the Mansaka were the first people to live in the area. These people currently make up the largest ethnic group, with the Mandaya tribe coming in second.

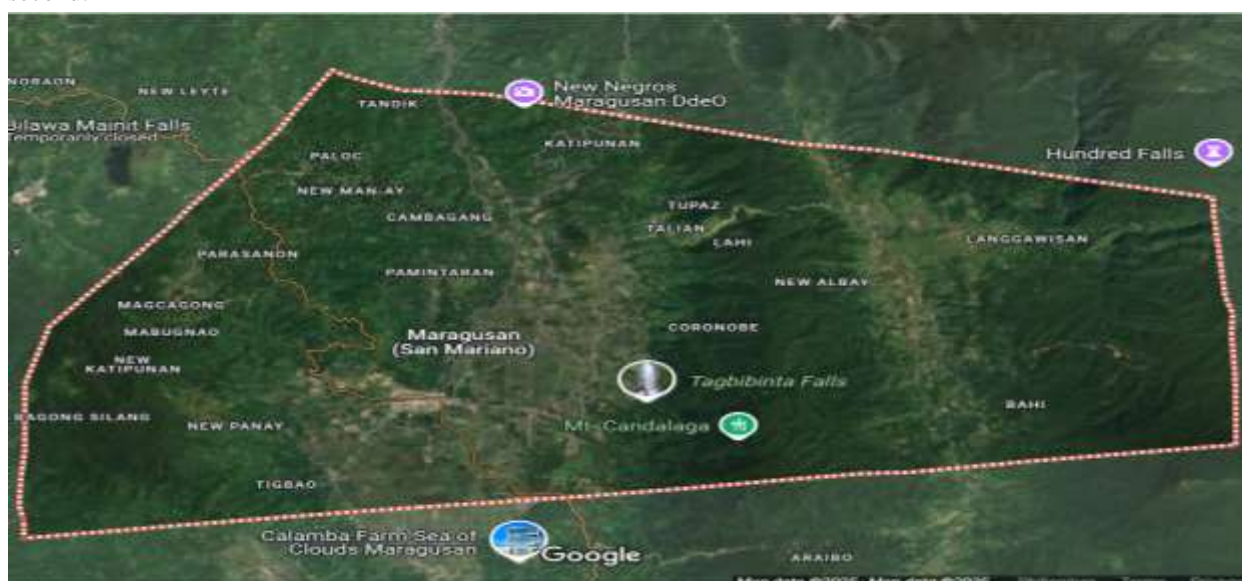


Figure 2 Location Map of the Study

Role of the Researcher : In this study the researcher undertook the roles of designing, interviewing, transcribing, thematizing, analyzing, verifying, and reporting (Fink, 2000). The first step that a researcher was designing. In this phase, the researcher planned and prepared methodologies and adopted phenomenological research design. The researcher used an interview guide and used face-to-face in-depth interview to gather information from the participants. The researcher recorded the interview to grasp every answer from the informants.

The second step was interviews. The interview guide that was used by the researcher to explore the motivation, challenges, coping mechanisms and insights of successful ALS graduates. The interview guide undergone validation from panel of experts before it was used in the in-depth interview. After interviewing the informants, the researcher proceeded to transcribing. The researcher transcribed or encode all the responses of the participants in an orderly manner according to the questions. This made the data analysis quick and easy. Based on the informants' responses, the researcher proceeded to analyzing. In here, the researcher then did the coding where the main concern was naming and categorizing phenomena by a thorough review of the collected data. Next was verifying, the researcher verified the data in terms of the assessment of generalizability, reliability, and validity of the findings. Generalizability means that results can be generalized. Reliability concerns the consistency and stability of findings or conclusions. On the other hand, validity raises inquiries about whether the study effectively examines the intended subject matter. Participants with the same answers and the occurrence of the answers were considered. Lastly, reporting. The researcher presented the findings of the study through a report.

Research Participants : The eight informants of the study were selected among successful ALS graduates of Maragusan East and West District through purposive sampling. Purposive sampling, also known as judgment sampling, was used which, involved selecting participants based explicitly on their attributes. This nonrandom technique did not require a predetermined number of participants or underlying hypotheses. In other words, the researcher was determined what information were required and who would be able to provide it based on their expertise or experience. This sampling technique is often used when researchers wanted to study a specific population or phenomenon in-depth. The inclusion criteria in selecting the participants are as follows: a.) an Alternative Learning System graduates; b.) at least completed higher education; c.) possessed a decent job; d) must be communicative and willing to participate. The researcher selected eight participants to undergo in-depth interview (IDI). The exclusion criteria for selecting participants in this study are as follows: individuals who did not graduate from the Alternative Learning System (ALS); those who have not completed any higher education; individuals who are currently unemployed or do not have a stable or decent job; and those who are unwilling to participate or have difficulty communicating effectively during the data collection process.

Data Gathering Procedure : In collecting the data, the following steps were observed. It is highly crucial to adhere to a systematic method when collecting data to guarantee accuracy. Further, this study utilized a hybrid approach in gathering data from the participants. Thus, a virtual or face-to-face interview was administered depending on the availability of the participants. The researcher ensured that this study submits the requisite documents for ethical approval from the institution's Ethics Review Committee. This is to guarantee that the researcher receives authorization to undertake the study. The researcher obtained an endorsement letter from the Dean of the Graduate School. The interview guide was also be submitted to the validators following a comprehensive review of the research protocols. The researcher was ascertained that the participants consent to participate in this study. She sought authorization to participate in my study. The researcher provided an Informed Consent Form (ICF) detailing the objectives and scope of the research study. Furthermore, this indicated the participants' readiness to engage in interviews and to openly disclose their experiences. Additionally, a crucial element specified in the ICF is the necessity of documenting in-depth and focus-group discussions via the Google Meet application, should participants opt for an online format, or utilizing a phone recorder if they prefer a face-to-face interview. The researcher informed the participants of the study's objective and the interview procedure. Participants were queried to gather the requisite information for the completion of this study. Furthermore, it is my primary obligation to arrange all details prior to the discussion, and consequently, the researcher notified each participant of the schedule in advance, allowing them to prepare for the interview at their most convenient and available times, thereby minimizing any disruption to their schedules. The researcher created a scheduled Google Meeting link via Google Calendar and send it to the participant. Conversely, I also ensured the availability of participants who desired in-person interviews. Therefore, the researcher posed a follow-up question to prompt the participants to elaborate on their experiences. The study's purpose elucidated to the participants, and the researcher reviewed the guidelines for responding to the Questions, ensuring that all individuals can freely and confidently articulate their experiences. The interview

was conducted using virtual platforms, such as Zoom and Google Meet, as well as in-person interviews. Simultaneously, the researcher ensured that no questions disclose the personal profiles or identifying characteristics of the participants. They were also be designated with codes and pseudonyms. Additionally, the researcher documented the responses to encapsulate the key points articulated by the participants. Furthermore, their responses were documented verbatim to facilitate accurate interpretation and analysis. The researcher explained the entire process and emphasized that the participants had the freedom to opt not to continue answering the survey if they experience any discomfort and it did not affect them in any aspect. Finally, all collected files and documents were stored on a flash drive in preparation for transcription, ensuring the confidentiality of the information. Subsequently, transcriptions and thematic analysis will be conducted comprehensively. The researcher ensured the written transcripts are organized according to the established research questions. This subsequently facilitated the integration of participants lived experiences, which revealed the themes and fundamental concepts necessary to emerge from the IDI. All these constituted the findings presented in the subsequent chapter.

Data Analysis : To analyze the results of the data gathered from the in-depth interview, the researcher used the Thematic Analysis, since the purpose of this study was to explore the perspectives, experiences, application, coping mechanisms, insights gained and suggestions of the successful ALS graduates. Thematic Analysis facilitated a systematic approach to perceiving and processing qualitative data through "coding." This method for evaluating qualitative data has six phases: data familiarization, code generation, topic construction, theme review, theme definition, naming, and report production. The first step encompassed data transcription, subsequent re-examination, and the documentation of preliminary concepts. Key concepts were emphasized and recorded for each transcript. The second phase entail the generation of initial codes. Systematically coding intriguing data elements over the entire dataset while gathering data pertinent to each code. Features were encoded as concise phrases or keywords denoting distinct concepts during translation and transcription. Memos were recorded to monitor the summarized information. Revisions will be made according to the informants' recommendations during the in-depth interview.

Trustworthiness and Credibility : To establish the trustworthiness of this qualitative study, the researcher utilized strategies consistent with Lincoln and Guba (1985) criteria of credibility, transferability, dependability, and confirmability. Credibility was strengthened by extended engagement, the implementation of semi-structured interviews, and participant checking to confirm participants' responses. Transferability was enhanced through detailed descriptions of participants' experiences and contexts, enabling readers to assess the relevance of the findings to comparable situations. Dependability was established through the maintenance of a comprehensive audit trail that recorded the research procedures and data analysis processes. Confirmability was enhanced by employing reflexive journaling and incorporating direct quotations from participants, thereby reducing researcher bias and ensuring that interpretations were rooted in the authentic narratives of ALS graduates. (Cope, 2014)

Credibility. Credibility relates to the accuracy of the facts or viewpoints of the participants, along with the researcher's interpretation and representation of them. The researcher's credibility is enhanced when they disclose their experiences as a researcher and corroborate the research findings with the participants (Cope, 2014). The participants' responses regarding their motivation, experiences, challenges, coping mechanisms, and insights gained on their journey as successful ALS graduates, the only data source used by the researcher in this study. The audio recordings and transcriptions from the in-depth interviews with the responders lent credence to this. The researcher had neither altered nor subtracted any words from the respondents' responses to guarantee the data's accuracy. The researcher utilized purposive sampling to select successful ALS graduates in Maragusan and apply In-Depth Interviews as the method of data collection. Before completing the comprehensive interview, participants were provided with a consent letter to motivate them to disclose the truth at the outset of the data collection process. The conclusion of the study will be based on the responses of the participants during the interview, which provide reliable information. The participants' original viewpoints will be carefully transcribed and interpreted with precision.

Dependability. The process includes assessing the results and analyzing the study's meaning in a manner that is substantiated by the data obtained from the study participants (Kawar et al, 2024). The researcher ensured that all the information was meticulously encoded to ensure reliability. This was achieved with the use of audio equipment that was supported by archival notes. To facilitate comprehension for readers of this research, responses given in Bisaya or Filipino was translated and transcribed into English. Therefore, the researcher ensures that the correct procedure for collecting information was properly followed.

Confirmability. Confirmability pertains to the researcher's capacity to establish that the collected data accurately reflects the participants' responses without being influenced by the researcher's biases or perspectives (Kawar et al., 2024). In this study, the researcher ensured the preservation of all recorded audio from the in-depth interviews and established an audit trail for each identified theme. This measure aimed to facilitate a coherent and verifiable data flow, which the data analyst, research panel, and research adviser can review.

Transferability. In the context of research, transferability pertains to the ability of findings to be extrapolated and applied to different situations or groups (Cope, 2014). The researcher employed a methodology that aligns with the recommendations put forward by the authors mentioned above, including data triangulation, repeated questioning, and member consultation. In addition, establishing long-term relationships with the participants was prioritized to enhance the collected data's reliability.

Ethical Considerations : Before the study was conducted, it would be the researcher's responsibility to respect the rights, needs, values and desires of the participants. The researcher took necessary measures to strictly adhere to the ethical guidelines to safeguard the participants' privacy, confidentiality, dignity, rights, and anonymity. Thus, the following considerations will be observed carefully by the researcher in gathering the data.

Social Value. The researcher made sure that the design of the study, methodology, and data collection shall be able to generate relevant information supportive to the objectives of the study. She strongly believed that social value can only be achieved if the study is scientifically valid. Therefore, a wide dissemination plan for the results of the study was included in the protocol. Dissemination is significant for it gave the community and the department an idea on how to address the needs of the ALS learners in this trying time and make them more capable and equipped in the field through the training design that was created no matter what the result of the study is. If this would be achieved, then the learners were given quality guide they truly deserved in pursuing their own journey.

Informed Consent. Before researcher conducted her study and shall need to ensure that all the participants joined based on informed consent. Given the current situation that everyone is battling, health and safety of my respondents was given a top priority. Thus, the informed consent was sent individually to the respondent's messenger. They were asked to read it further for more information and deeper understanding of their participation in the study. Rest assured that the participants were given the right to choose whether they would participate or not.

Risks, Benefits and Safety. The researcher made sure that the participants were not subjected to harm or any untoward incidents for their comfort would always be the top priority. Thus, the participants were given options to be interviewed through online platforms or face to face interview.

Privacy, Confidentiality, and Confidentiality of Information. The researcher's assurance of privacy and confidentiality conveys through the consent form and the questionnaires from which documents participation in the study must and were treated as confidential and private documents. All the gathered data during the study were kept safe through a locked file folder and must only be accessed by the researcher and other authorized person. Also, the gathered data were disposed through aggregate findings, not individual- level data, to the public. When the data were analyzed, the results were sent back to the participants for further clarification.

Justice. Fairness among the research participants were evident, and that their needs must always come before the objectives of the study. The participants were chosen based on research needs and not with the expediency of the researcher. Additionally, the researcher was sure that there was no unfair treatment among the participants and also, the questions in the survey were freed from biases. Moreover, through the provisions of the informed consent, care, compensations and reimbursement were observed. Thus, the researcher ensured that results of the study is accurate and were done with full honesty. Also, before the reporting the results of the study, the participants were shown the data analysis for them to check and ensure that they agree on how it was stated. Moreover, the researcher believe that my study was timely and relevant to the current scenario in the Philippine educational system.

III. FINDINGS

This chapter presents the findings to research questions that explored the perspectives of the participants on their success through Alternative Learning System (ALS). The primary focus of the study was on the significant life experiences influenced the educational journey of ALS graduates; how they cope with the challenges they faced while completing the ALS program; the ways do ALS graduates apply the knowledge and skills they gained from the program in their daily lives, work, or further education; the insights or realizations do ALS graduates identify as most meaningful in their success journey and the suggestions do ALS graduates offer to improve the implementation and delivery of the ALS program. The research participants were preselected purposively conducted among eight (8) successful ALS graduates from Maragusan East and West Districts to determine their experiences, coping mechanisms, ways in applying their skills, insights and suggestions through in-depth interview. The responses were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used to conceal the identities of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

What significant life experiences influenced the educational journey of ALS graduates?

This section presents the results of the 1st major research question; What significant life experiences influenced the educational journey of ALS graduates? Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the life experiences influenced the educational journey of ALS graduates.

Experiences During the Time in the ALS Program : The themes in this section came from the specific research question 1.1 ‘How would you narrate your experiences during your time in the ALS program?’ The responses generated seven emerging themes: rediscovering hope and opportunity through ALS; facing financial struggles and self-support while studying; motivated from seeing others succeed in ALS; sacrificing and balancing of responsibilities; meaningful and happy; and poverty as a motivation to strive.

Rediscovering Hope and Opportunity Through ALS. This theme constituted the that through ALS, they rediscover hope and opportunity. This meant that through the program of the alternative learning system ALS, the learners found another door open again that once closed for them. The system became the second chance given to those who failed to pursue educational life previously. It provides a trail for growth, confidence for better and brighter future ahead. Gradually regain their sense of purpose that their life’s aspiration that darken by situations they are in still be seen and be reached. The ALS program further equipped them to overcome challenges and resilience in life and pursue opportunities in education, entrepreneurship and employment. Informant 6 suggested that ALS rekindled their lost hope and opportunity. She pointed out that:

Sayo ko na minyo og karon naa koy anak 6 kabuok (I got married at a young age, and now I have six children) and I only finished second year high school bago ko nag ALS (before I enrolled in ALS). For many years, I believed my life was already decided, that I could never go back to school kay naa nakoy mga anak og walay koy stable na trabaho

(Because I already have children and I don’t have a stable job). Through ALS, I was given a chance. My journey in ALS was not just about studying, it was about fighting fear, doubt and hopelessness. ALS became the beginning of my transformation.

Dako kaayog tabang ang ALS bisan paman sa kalisod na akong naagian naabot ra jud ang panahon ng ana platar kog trabaho.

(ALS has been a big help to me. Despite all the hardships I went through, the time finally came when I was able to have a stable job.)

This was supported by informant 8, who contended that: *Kailangan nako mo undang og skwela tungod sa ka pobrihon.* (I had to stop studying because of poverty). ALS was a big help and gave me a way to continue my education, because I could study while working. They provided me with alternative learning so I could keep going with my studies. *Naka tuon kog unsaonj pag balance sa pag skwela og pag trabaho.*

(I was able to learn how to handle both studying and working at the same time). Nakahatag kini nako og ikaduhang chance nga makabalik sa pag-eskwela bisan lisod ang sitwasyon. (It gave me a second chance to return to school despite the difficult situation.)

Facing Financial Struggles and Self-Support While Studying. This theme establishes that successful ALS graduates were facing financial struggles and self-support while studying. This meant that some ALS graduates often faced significant problems while pursuing educational success and the struggles in balancing the demands of learning realities of self-provision. They come from varied disadvantage backgrounds and were experiencing daily needs for food, transportation and necessities already in place. Yet they persist, believing that education and ALS programs would bring them a better future. Informant 1 described that:

It was both challenges and meaningful. Kini usa ka hagit apan makahuluganon nga kasinatian. Nakaagi ko og kalisod pinansyal ug ako ra mismo ang nagsuporta sa akong kaugalingon samtang nag-eskwela, nga misulay gyud sa akong determinasyon. Aduna'y mga higayon nga gikapoy ko sa pagbalanse sa akong mga responsibilidad ug pagtuon, apan wala gyud ko niundang tungod kay kabalo ko nga ang makahuman sa pag-eskwela makatabang nako aron makab-ot ang mas maayong kaugmaon.

(It was a challenging yet meaningful experience. I went through financial difficulties and had to support myself while studying, which truly tested my determination. There were times when I felt exhausted from balancing my responsibilities and studies, but I never gave up because I knew that finishing my education would help me achieve a better future.)

Motivated from Seeing Others Succeed in ALS. This theme confirms that successful ALS graduates were motivated to see others succeed in ALS. This meant that participants of the study were driven by witnesses to successful people that came from Alternative System. Looking at their fellow learners who completed the program, passed the equivalency examination and acquired better life opportunities among their lives. The success stories became their inspiration to keep going no matter what, especially those who doubted their capabilities to finish their education. It strengthened their confidence that they too can achieve the same, informant 2 shared that;

Makita nako nga daghan parehas nakog edad o mas magulang pa nako nga makahuman sa ALS maoy nakapamotivate sa akong mga mopadayon sa akong pag-eskwela. Nakaingon ko sa akong kaugalingon nga kung kaya nila, kaya pud nako. Nahimo silang inspirasyon nako aron dili mohunong bisan pa sa mga kalisod ug mga pagsulay nga akong naagian. Tungod sa ilang mga success stories, mas nidako ang akong pagtuo sa akong kaugalingon ug mas nadasig ko nga makab-ot usab ang akong mga pangandoy sa kinabuhi pinaagi sa edukasyon. Nakahatag usab kini nako og kusog sa pagpadayon bisan usahay kapoy na ug lisod na ang sitwasyon. Nasabtan nako nga wala gyud edad sa pag-eskwela basta adunay determinasyon ug pangandoy nga mouswag sa kinabuhi.

(Seeing many people who were my age or even older than me successfully complete ALS motivated me to continue my studies. I told myself that if they could do it, then I could do it as well. They became my inspiration not to stop despite the difficulties and challenges I experienced. Because of their success stories, my confidence in myself grew, and I became more encouraged to achieve my own dreams in life through education. They also gave me the strength to keep going even when I felt tired and when the situation became difficult. I realized that there is no age limit to education as long as a person has the determination and desire to improve their life.)

Sacrificing and Balancing of Responsibilities. This theme confirms that successful ALS graduates were sacrificing and balancing responsibilities. This meant that the participant of this study symbolizes balance and sacrifices as they strived to suffice the demanding nature of education and personal responsibility toward families and people around. They played not just as a learner but as a worker, mother, caregiver and sometimes as a full-time breadwinner while in the quest for finishing education, informant 3 mentioned that:

As a mother and a learner, my journey has been full of sacrifices. I have to balance my responsibilities, working for my family while also going to school, attending classes, completing projects, and studying for exams. *Lisod usahay kay kinahanglan nako i-manage akong oras aron mabuhay nako tanan nakong responsibilidad isip inahan ug estudyante. Aduna gyud mga panahon nga kapoy na kaayo physically ug emotionally, pero padayon gihapon ko tungod kay gusto nako nga adunay mas maayong kaugmaon para sa akong pamilya ug mga anak.*

Ang akong mga anak maoy usa sa akong pinakamalaking inspirasyon nga dili mohunong sa pagpaningkamot. Bisan pa sa tanang hagit, proud ko sa akong kaugalingon kay nakaya nako nga mopadayon ug dili mo give up sa akong pag-eskwela.

(It is sometimes difficult because I have to manage my time well to fulfill all my responsibilities as a mother and a student. There are times when I become physically and emotionally exhausted, but I keep going because I want a better future for my family and my children. My children are one of my greatest inspirations for not giving up and continuing to strive. Despite all the challenges, I am proud of myself because I was able to persevere and not give up on my education.)

Also, informant 5 mentioned that: *Dili sayon ang akong sitwasyon kay kinahanglan nako i-prioritize ang trabaho para sa akong pamilya samtang nag-eskwela ko. Bisan pa niini, naningkamot gyud ko nga makabalanse sa akong oras para sa trabaho, klase, ug pagtuon. Sa matag adlaw nga pagpadayon, mas nakabaton ko og kusog ug confidence nga kaya nako matapos ang akong edukasyon. Nakakat-on ko nga ang kaulaw dili dapat mahimong babag sa akong mga pangandoy. Importante nga magpadayon ko bisan pa og lisod kay para ni sa akong kaugmaon ug sa akong pamilya. Tungod niini, mas nisalig ko sa akong kaugalingon nga makakab-ot ko sa kalampusan.*

(My situation is not easy because I need to prioritize work to support my family while continuing my studies. Despite this, I truly strive to balance my time between work, classes, and studying. With each day that I persevere, I gain more strength and confidence that I can complete my education. I have learned that embarrassment should not become a barrier to my dreams. It is important for me to keep going despite the difficulties because this is for my future and for my family. Because of this, I have become more confident that I can achieve success.)

Meaningful and Happy. This theme confirms that successful ALS graduates find meaning and happiness in the pursuit of education through ALS. This implied ALS graduates find deeper meaning and true happiness in their quest in education, particularly with the dedicated were there to support and guide them, their teacher. The informant 4 stated that: *It was meaningful and happy because of the help of my teachers. Dako kaayo og tabang ang akong mga teachers sa akong pagkat-on, ilabi na sa mga panahon nga lisod na ang lessons ug dili ko kasabot dayon. Naa silay pasensya ug kanunay silang andam mo-guide ug mohatag og encouragement kanamo nga mga learners. Tungod nila, mas nadasig ko nga magpadayon ug mas ganahan ko moto-on bisan pa sa mga kalisod sa pag-eskwela. Ilang suporta naghatag nako og kusog sa mga panahon nga murag mohunong na unta ko. Nakita nako nga tinuod diay nga ang maayong magtutudlo dako kaayo og epekto sa kinabuhi sa estudyante. Tungod sa ilang tabang, mas nisalig ko sa akong kaugalingon ug sa akong abilidad. Mao nga dako kaayo akong pasalamat sa tanan nakong mga teachers sa ALS program.*

(My teachers have been a great help in my learning, especially during times when the lessons became difficult and I could not understand them right away. They are patient and always willing to guide and encourage us learners. Because of them, I became more motivated to continue and more eager to learn despite the challenges of studying. Their support gave me strength during moments when I felt like giving up. I realized that a good teacher truly has a significant impact on a student's life. Because of their help, I became more confident in myself and in my abilities. That is why I am deeply grateful to all of my teachers in the ALS program.)

Learned to Become Responsible and Determined. This theme confirms that successful ALS graduates displayed determination in continuing education despite age difficulties. This indicated that ALS graduates manifested resilience in adjusting themselves in the new responsibilities. For older learners, returning to studying with other younger learners was intimidating. They felt that keeping up with the lessons would be a struggle for them. The informant 1 stated that: *Pinaagi sa ALS program, nakakat-on ko nga mahimong mas responsable, mapailubon, ug mas mosalig sa akong kaugalingon. Bisan pa sa tanang kalisod, nahimo kini nga usa sa pinaka-makahinumdoman ug pinakamaayo nga bahin sa akong kinabuhi tungod kay nagtudlo kini nako nga ang pagpaningkamot ug paglahutay maoy dalan padulong sa kalampusan.*

(Through the ALS program, I learned to become more responsible, patient, and confident in myself. Despite all the difficulties, it became one of the most memorable and best experiences of my life because it taught me that hard work and perseverance are the paths to success.)

Also, informant 8 mentioned that: I learned to manage my time better between work and studies, which helped me become more responsible. *Dako kaayo og tabang ang programa sa pagpalig-on sa akong determinasyon nga makatapos. Bisan pa sa mga kalisod, nagpadayon ko kay gusto nako og mas maayong kaugmaon para sa akong pamilya ug sa akong kaugalingon.*

(The program has been a great help in strengthening my determination to finish my education. Despite the challenges, I continued because I want a better future for my family and for myself.)

Poverty as a Motivation to Strive. This theme confirms that successful ALS graduates used poverty as a motivation to strive. ALS graduates cleverly use poverty as transcendent meaning, translating that adversity into an unstoppable force to be successful. They do not become defined by strife and each financial struggle that they face becomes a catalyst that pushes them even further. Having experienced hardship firsthand, they know very well what they want to escape from, and their determination makes them pursue education through ALS as a route out of poverty. The informant 7 claimed that;

It was poverty that motivated me to strive harder in life. *Tungod sa kalisod sa kinabuhi, mas nakabalo ko sa kahimtang sa among pamilya ug unsa ka importante ang edukasyon. Nakat-on ko nga dili dapat ko magpadaog sa kakuwang, kundili magpaningkamot. Ang akong kahimtang naghatag nako og kusog nga magpadayon bisan pa og lisod ang dalan. Usahay kapoy ug lisod ang pagtuon samtang nagtrabaho, pero akong giisip kini nga sakripisyo para sa mas maayong kaugmaon. Ang akong pamilya maoy usa sa akong inspirasyon nga dili mohunong sa pag-eskwela. Gusto nako nga mabuhi sila nga dili na maglisod sa umaabot. Kada hagit nga akong maagian, mas molig-on ang akong determinasyon. Nakita nako nga ang edukasyon mao ang paagi aron makagawas sa kalisod. Mao nga magpadayon ko sa pagpaningkamot bisan unsa pa ka lisod ang sitwasyon.*

(Because of life's difficulties, I became more aware of my family's situation and how important education is. I learned that I should not let poverty or lack of resources defeat me, but instead continue striving. My circumstances have given me the strength to keep going even when the path is difficult. Sometimes it is tiring and challenging to study while working, but I consider it a sacrifice for a better future. My family is one of my inspirations for not giving up on my education. I want them to live a life free from hardship in the future. Every challenge I face strengthens my determination. I have realized that education is the key to overcoming poverty and difficulties. That is why I will continue striving no matter how difficult the situation may be.)

Challenges Encountered during ALS Journey : The themes in this section came from the specific research question 1.2 'What challenges did you encounter during your ALS journey?' The responses generated three emerging themes, namely: financial difficulties and time management, experiencing social stigma and bullying and difficulty coping with lessons.

Financial Difficulties and Time Management and Exhaustion. This theme founds that successful ALS graduates experienced financial difficulties and time management problems. This meant that the successful ALS graduates often achieved their aspired career not because they were spared by challenges but through them. Problems in financial aspect were common among them heightened time constraints in keeping another responsibility. They stretched their limited resources to cover daily needs for educational cost. Worsen by low paying job. The informant 1 cited that:

I faced financial difficulties and had a hard time managing my time between work and studying. It was very difficult to work while continuing my studies. *Nakaagi ko og grabe nga kalisod pinansyal, ug usahay kulang gyud ang kwarta para sa adlaw-adlaw nga panginahanglan. Lisod kaayo i-balance ang trabaho ug eskwela kay pareho sila og oras ug effort nga kinahanglan. Bisan kapoy ug stressful ang sitwasyon, nagpadayon gihapon ko kay gusto nako makatapos sa akong pagtuon ug makab-ot ang mas maayong kaugmaon. Usahay maglisod ko ug focus sa lessons kay kapoy na gikan sa trabaho. Adunay mga higayon nga ma-stress ko tungod sa sabay nga responsibilidad sa trabaho ug eskwela. Apan nagpadayon gihapon ko kay nakatuo ko nga ang pag-eskwela mao ra ang paagi para makauswag sa kinabuhi. Nakat-on ko nga ang paglahutay ug disiplina importante kaayo sa pag-abot sa mga pangandoy. Mao nga bisan lisod, wala ko mo-undang sa akong ALS journey.*

(I experienced severe financial difficulties, and there were times when money was not enough to meet our daily needs. It was very challenging to balance work and school because both required significant time and effort. Despite the exhaustion and stress, I continued because I wanted to finish my studies and achieve a better future. Sometimes, I struggled to focus on the lessons because I was

already tired from work. There were also times when I felt stressed due to the simultaneous responsibilities of work and school. However, I kept going because I believed that education was the only way to improve my life. I learned that perseverance and discipline are very important in achieving one's goals. That is why, despite the difficulties, I never gave up on my ALS journey.)

The informant 2 added that: *Pag balance nako sa pag serbisyo sa gobyerno while studying in the ALS program was one of the major challenges I faced. Tungod sa mga obligasyon na akong gina atubang sa akong pagpa-nerbisyo, usahay maglisod ko ug manage sa akong oras para sa trabaho ug pag-eskwela. Daghan ko'g responsibilidad nga kinahanglan unahon sa trabaho, pero naa pud koy commitment sa akong pagtuon sa ALS. Usahay kapoy kaayo kay pareho gyud sila ka-demanding, mentally ug physically. Bisan pa niini, naningkamot ko nga dili mapabay-an ang akong studies kay importante para sa akong kaugmaon. Nakat-on ko ug disiplina, pasensya, ug pag-manage sa oras pinaagi sa akong kasinatian. Mao nga bisan lisod, nagpadayon gihapon ko sa akong ALS journey. Nakita nako nga ang pagpaningkamot ug sakripisyo importante aron maabot ang mga pangandoy. Ang akong kasinatian nakapalig-on sa akong determinasyon nga makab-ot ang kalampusan. Bisan pa sa mga kalisod, proud ko nga nakaya nako ang duha ka responsibilidad.*

(Balancing my government service while studying in the ALS program was one of the major challenges I faced. Because of the obligations I had to fulfill in my public service, I sometimes found it difficult to manage my time between work and school. I had many responsibilities at work that needed to be prioritized, but I also had a commitment to my studies in ALS. At times, it was very exhausting because both were equally demanding, mentally and physically. Despite this, I made every effort not to neglect my studies because they are important for my future. Through this experience, I learned discipline, patience, and time management. That is why, despite the difficulties, I continued my ALS journey. I realized that hard work and sacrifice are important in achieving one's dreams. My experience strengthened my determination to attain success. Despite the challenges, I am proud that I was able to handle both responsibilities.)

Similarly, informant 3 repeated the overlapping responsibilities that: The biggest challenge I encountered was time management. Another challenge was financial struggles, since I had to prioritize family needs while also finding ways to buy school materials. *Naay mga adlaw nga kapoy na kaayo gikan sa trabaho pero gipugos gihapon nako ang akong kaugalingon nga magtuon kay kabalo ko nga ang edukasyon importante para sa akong kaugmaon ug sa akong mga anak. Lisod kaayo ang sitwasyon kay kinahanglan gyud nako i-balance ang tanan responsibilidad isip ginikanan, trabahante, ug estudyante. Usahay maglisod ko ug pahuway kay daghan kaayong buhaton sa balay ug sa trabaho. Bisan pa niini, nagpadayon gihapon ko kay gusto nako nga makahatag og mas maayong kinabuhi sa akong pamilya. Nakat-on ko nga ang disiplina ug determinasyon importante kaayo aron makab-ot ang akong mga pangandoy. Mao nga bisan lisod, wala ko niundang sa akong ALS journey.*

(There were days when I was already very tired from work, but I still pushed myself to study because I knew that education is important for my future and for my children. The situation was very difficult because I had to balance all my responsibilities as a parent, a worker, and a student. Sometimes, I struggled to find time to rest because there was so much to do at home and at work. Despite this, I continued because I wanted to provide a better life for my family. I learned that discipline and determination are very important in achieving my dreams. That is why, despite the difficulties, I never gave up on my ALS journey.)

Also, informant 5 mentioned that: Even though I didn't have money to travel for the examination at Nabunturan during that time, with the help of my teacher, I was still able to take it. *Dako kaayo akong pasalamat sa akong teacher kay siya ang nitabang nako sa akong kahintang ug naghatag og paagi aron makapadayon ko. Naka-realize ko nga dili gyud sayon ang kahintang sa kinabuhi, pero kung naa kay suporta ug determinasyon, makapangita gyud og solusyon. Bisan kulang sa kwarta, wala ko ni-undang kay gusto gyud nako makapasal ug makab-ot ang akong mga pangandoy. Mao nga kana nga kasinatian nakapahimo nako nga mas magpabilin nga mapasalamaton ug magpursige sa kinabuhi. Nakat-on ko nga ang tabang sa uban dako kaayo og epekto sa kalampusan sa usa ka estudyante. Mas nadasig ko nga dili mohunong bisan pa og lisod ang sitwasyon. Kini nga kasinatian nagpalig-on sa akong determinasyon nga makapadayon sa akong pag-eskwela. Ug hangtod karon, dala nako ang leksyon nga ang pagpaningkamot ug suporta makatabang gyud sa pagkab-ot sa tumong. Nakita nako nga walay imposible basta adunay paglaum ug disiplina.*

(I am very grateful to my teacher because he/she helped me in my situation and provided a way for me to continue my studies. I realized that life is never easy, but if you have support and determination, you can always find a solution. Even though I lacked money, I did not give up because I truly wanted to pass and achieve my dreams. That experience made me more grateful and more determined to persevere in life. I learned that the help of others can have a great impact on a student's success. It motivated me even more not to stop despite the difficulties of my situation. This experience strengthened my determination to continue my education. Until now, I carry with me the lesson that hard work and support can truly help in achieving one's goals. I realized that nothing is impossible if there is hope and discipline.)

Additionally, informant 6 revealed that:

I was a full-time mother, a wife, and a breadwinner while trying to be a student. There were days when I had no strength left, but I still chose to continue because quitting was not an option. *Lisod kayo ang kinabuhi walay tarong trabaho ang akong bana maong kinahanglan nako maninda og suman para makakaon ang akong mga anak. Bisan pa sa kakapoy ug kalisod, naningkamot ko nga mahatagan og maayong kinabuhi ang akong pamilya. Usahay maghilak ko sa kahago, pero akong giisip kini nga sakripisyo para sa kaugmaon sa akong mga anak. Nakat-on ko nga ang pagkamapadayonon importante kaayo bisan pa og lisod ang sitwasyon. Ang akong pamilya mao ang akong kusog nga nagdasig nako nga magpadayon. Mao nga bisan kapoy ug lisod, wala gyud ko ni-undang sa akong ALS journey. Sa matag adlaw nga kalisod, mas nisalig ko nga adunay mas maayong kahintang nga nagpaabot. Nakat-on ko nga ang pagpaningkamot ug sakripisyo dili mawagtang basta para sa pamilya. Bisan pa og lisod, padayon gihapon ko sa pagtuo sa akong kaugalingon. Ug karon, proud ko nga nakaya nako ang tanan nga pagsulay sa kinabuhi.*

(Life has been very difficult because my husband does not have a stable job, so I must sell suman to provide food for my children. Despite the exhaustion and hardships, I strive to give my family a better life. There are times when I cry because of the struggles, but I consider them sacrifices for the future of my children. I learned that perseverance is very important, even in difficult situations. My family is my source of strength and motivation to keep going. That is why, despite the fatigue and challenges, I never gave up on my ALS journey. With every hardship I face each day, I become more confident that a better future awaits us. I have learned that hard work and sacrifice are always worthwhile when they are for the family. Despite the difficulties, I continue to believe in myself. And now, I am proud that I was able to overcome all of life's challenges.)

Furthermore, informant 8 disclosed that: It is very difficult to balance studying and working, but I have no choice, because if I get tired, I won't have anything to rely on. *Bisan lisod kaayo usahay kay kapoy na kaayo ang lawas ug hunahuna, kinahanglan gihapon magpadayon tungod kay adunay mga responsibilidad nga dapat atubangon. Aduna pay mga panahon nga kulang na sa tulog ug pahulay, apan kinahanglan magpaningkamot aron makaabot sa mga pangandoy sa kinabuhi. Para nako, ang edukasyon usa ka importante nga dalan aron mahimong mas maayo ang among kaugmaon. Bisan daghan og challenges, padayon lang gihapon ko kay kabalo ko nga naay maayong resulta ang tanan nakong sakripisyo ug paningkamot.*

(Even though it is often very difficult because my body and mind are already exhausted, I still have to keep going because there are responsibilities that need to be fulfilled. There are also times when I lack sleep and rest, but I must continue striving to achieve my goals in life. For me, education is an important pathway toward a better future. Despite the many challenges, I keep moving forward because I know that all my sacrifices and hard work will eventually lead to positive results.)

Experiencing Social Stigma and Bullying. This theme reveals that successful ALS graduates experienced social stigma and bullying. This denoted that in addition to the academic and financial difficulties that face ALS graduates, successful ones often also must contend with social stigma as well as bullying by people who do not understand their educational route in life. They showed incredible resilience amid this demoralizing insult they refused to let others' perceptions define them.

The informant 4 related that: It was hard during that time because I experienced bullying not by my classmates but by some people around me who questioned why I'm still studying even though I'm already older. *Nakasakit kaayo sa akong buot kay murag gi-judge ko sa ilang mga pangutana ug komentaryo. Usahay*

maapektuhan akong self-confidence, pero gipili nako nga dili magpadala sa ilang mga pulong. Gi-remind nako ang akong kaugalingon nga ang pag-eskwela walay edad ug walay late kung para sa kaugmaon. Nakat-on ko nga mas importante ang akong pangandoy kaysa sa opinyon sa ubang tawo. Bisan pa sa ilang pagdaot, nagpadayon gihapon ko kay gusto nako makab-ot ang akong mga tumong sa kinabuhi. Nakita nako nga ang kalisod mahimong himuong kusog imbis nga hinungdan sa pag-undang. Mas nisalig ko sa akong kaugalingon nga kaya nako mobangon bisag unsa pa ka lisod ang sitwasyon. Ug karon, proud ko nga wala ko nagpadaog sa ilang negatibong pagtan-aw.

(It hurt me deeply because I felt judged by their questions and comments. Sometimes, my self-confidence was affected, but I chose not to let their words discourage me. I reminded myself that education has no age limit and that it is never too late to pursue a better future. I learned that my dreams are more important than other people's opinions. Despite their criticism and negativity, I continued because I wanted to achieve my goals in life. I realized that difficulties can be turned into sources of strength rather than reasons to give up. I became more confident in myself and in my ability to rise above any challenge, no matter how difficult the situation may be. And now, I am proud that I did not let their negative judgments defeat me.)

Difficulty Coping with Lessons. This theme reveals that successful ALS graduates had trouble in coping with lessons. This denoted that the successful graduates of ALS usually struggled with lessons, particularly because many had only reached elementary level when they did not continue schooling and gaps in their basic knowledge remained. However, once they came back through ALS, they were met with lessons that had advanced further than the students themselves had progressed, which made learning a laborious and at times insurmountable trial. They struggled to grasp certain concepts and keep up with lessons, and to rebuild study habits that had been years in the making. Despite these challenges, they displayed commitment by efforts to work extra revisiting fundamental skills. The informant 7 narrated that:

I struggle to catch up with the lessons because I only completed elementary education, but despite the difficulties, I continue to persevere. Lisod kaayo para nako ang pagsabot sa uban nga lessons kay kulang pa akong foundation sa pagtuon. Usahay kinahanglan gyud nako og extra effort ug pagpangutana sa akong mga teachers aron mas masabtan nako ang topic. Bisan pa sa kalisod, dili ko mo-undang kay gusto nako makahaman ug makab-ot ang akong pangandoy. Kada adlaw nga pagtuon, mas nagkalig-on ang akong determinasyon nga makat-on ug molambo. Nakat-on ko nga ang pagpaningkamot ug pasensya importante kaayo sa pag-abot sa kalampanan. Usahay magduha-duha ko sa akong kaugalingon, pero ginadasig nako ang akong self nga kaya nako kini. Nakatabang kaayo ang suporta sa akong mga teachers ug kauban sa ALS sa akong pagtuon. Bisan hinay ang akong progress, padayon gihapon ko kay kabalo ko nga naay kahulugan ang akong sakripisyo. Gikonsidera nako ang matag hagit isip paagi sa akong pagkat-on ug paglambo. Ug hangtod karon, wala ko mohunong kay gusto nako makab-ot ang akong tumong sa kinabuhi.

(I struggle to catch up with the lessons because I only completed elementary education, but despite the difficulties, I continue to persevere. It is very difficult for me to understand some lessons because my educational foundation is still limited. Sometimes, I need to exert extra effort and ask my teachers questions so that I can better understand the topics. Despite the challenges, I do not give up because I want to finish my education and achieve my dreams. With each day of studying, my determination to learn and improve grows stronger. I have learned that hard work and patience are very important in achieving success. There are times when I doubt myself, but I encourage myself by believing that I can do it. The support of my teachers and fellow ALS learners has been a great help in my studies. Even though my progress may be slow, I continue because I know that my sacrifices have meaning and purpose. I consider every challenge as an opportunity to learn and grow. And up to now, I have not stopped because I want to achieve my goals in life.)

Moments or Experiences in ALS that made a Strong Impact : The themes in this section came from the specific research question 1.3 ‘Which moments or experiences in ALS made a strong impact on you?’ The responses generated two emerging themes, namely: realizing that age, poverty, criticism are not barrier to pursuing education and gaining confidence and encouragement from teachers and classmates.

Realizing that Age, Poverty, Criticism are Not Barrier to Pursuing Education. This theme reveals that successful ALS graduates realizing that age, poverty, and criticism are not barriers to pursuing education. These denoted ALS graduates prove that age, poverty, or criticism are not barriers to continuing an education. They are just valuable challenges. And along their journey, they discover that being older than most of the students does not affect how much they can learn, that poverty does not determine what you will do with your life, and that other people's perceptions do not limit you. Instead of letting these things discourage them, they start to view them as part of their story, sources of strength that go into making their perseverance. Encouraged by ALS and their growing self-belief, they do away with doubts and societal expectations. Education is for everyone who is determined enough to pursue it. The informant 1, articulated that:

Poverty gave me the motivation to continue my studies. *Gipadasig ko niini nga magpursige ug dili mo-undang bisan pa sa mga kalisod sa kinabuhi. Kanunay nako ginapahinumdoman ang akong kaugalingon nga ang edukasyon mao ang akong paagi aron makagawas sa kakabos. Kada hagit nga akong naagian nakapahimo nako nga mas molig-on ug mas magpuyo nga determinado. Adunay mga panahon nga gikapoy ko ug nawagtangan og gana, pero nagpadayon gihapon ko alang sa akong pamilya ug kaugmaon.*

(This encouraged me to persevere and not give up despite the hardships in life. I constantly remind myself that education is my pathway out of poverty. Every challenge I have faced has made me stronger and more determined. There were times when I felt exhausted and lost motivation, but I continued for the sake of my family and my future.)

The informant 2, added that: *Maulaw ko sa akong mga teachers because I was older than them, but I learned that I should not be ashamed when pursuing my dreams. Sa una, murag awkward kaayo para nako ang sitwasyon kay murag ako pa ang mas tigulang pero ako ang estudyante. Apan sa paglabay sa panahon, nasabtan nako nga ang edad dili babag sa pagtuon ug pag-abot sa mga pangandoy. Ang akong mga teachers nagpakita og respeto ug suporta, maong nawala ang akong kaulaw. Nakat-on ko nga ang edukasyon para sa tanan, bisan unsa pa ang edad. Karon, mas proud ko sa akong kaugalingon nga bisan ulahi ko nakabalik sa eskwela, nagpadayon gihapon ko ug wala ko niundang. Naka-realize ko nga ang pagtuon usa ka oportunidad nga kinahanglan dawaton bisan kanus-a pa kini moabot. Mas nisalig ko sa akong kaugalingon nga kaya nako makab-ot ang akong mga tumong. Ang akong kaulaw nahimo na lang og inspirasyon nga magpadayon ug magpursige. Ug karon, gi-appreciate nako ang akong journey isip ALS learner. Mao nga wala na ko nagduh-duha sa pagpadayon sa akong edukasyon.*

(I felt shy toward my teachers because I was older than them, but I learned that I should not be ashamed when pursuing my dreams. At first, the situation felt very awkward for me because I was older, yet I was the student. However, as time passed, I understood that age is not a barrier to learning and achieving dreams. My teachers showed respect and support, which helped me overcome my embarrassment. I learned that education is for everyone, regardless of age. Now, I am prouder of myself because even though I returned to school late, I continued and did not give up. I realized that learning is an opportunity that should be accepted whenever it comes. I became more confident that I can achieve my goals. My embarrassment turned into inspiration to keep going and persevere. And now, I appreciate my journey as an ALS learner. That is why I no longer hesitate to continue my education.)

The informant 3, attached that: The moment that made a strong impact on me were when I realized that learning is not only for young people but also for mothers like me who want to continue their dreams. I felt proud every time I finished an assignment or participated in group activities. The support of my classmates and teachers gave me courage to continue despite the hardships. Passing the assessment and seeing my children proud of me was the most meaningful experience, because it showed them that education is truly a lifelong journey. *Naka-realize ko nga walay limit ang edad sa pagtuon basta adunay determinasyon ug pangandoy. Kada kalampusan nako, bisan gamay ra, naghatag nako og kusog ug kalipay. Ang akong mga kasinatian sa ALS nakapahimo nako nga mas magpabilin nga positibo ug determinado. Nakita nako nga ang edukasyon dili lang para sa kaugalingon kundi para usab sa pamilya ug umaabot nga henerasyon. Mao nga padayon ko nga nagpasalamat sa tanang tawo nga nisupporta sa akong journey.*

(I realized that there is no age limit in learning as long as there are determination and a dream. Every success I achieve, even if it is small, gives me strength and happiness. My experiences in ALS have helped me become more positive and determined. I have seen that education is not only for oneself but also for one's family and future generations. That is why I continue to be grateful to all the people who have supported my journey.)

The informant 5, confirmed that: What motivates me is when people look down on me because they think I can't finish school due to my age. But I still worked hard to continue studying, and now I have a stable job. *Ang ilang pagduhaduha nahimong kusog nako aron ipakita nga sayop sila. Mas gipaningkamotan nako ang akong pagtuon ug wala ko niundang bisan pa sa mga kalisod. Nakat-on ko nga ang opinyon sa ubang tawo dili ang magbuot sa akong kaugmaon. Tungod sa akong paningkamot ug determinasyon, nakaabot ko sa akong mga pangandoy. Karon, proud ko nga napamatud-an nako nga ang edad dili babag sa kalampusan. Ilang mga pagdaot nahimo nga inspirasyon nako nga magpabilin nga lig-on. Kada kalampusan nako, mas nisalig ko sa akong kaugalingon ug sa akong abilidad. Nakaamgo ko nga ang kalisod mahimong hagit nga makapalig-on sa usa ka tawo. Ug hangtod karon, padayon gihapon ko sa pagpaningkamot para sa mas maayong kinabuhi. Mao nga ang akong kasinatian nahimong dako nga leksyon sa akong kinabuhi.*

(Their doubts became my strength to prove that they were wrong. I worked harder in my studies and did not give up despite the difficulties. I learned that other people's opinions should not determine my future. Through my effort and determination, I was able to achieve my dreams. Now, I am proud that I have proven that age is not a barrier to success. Their criticism became my inspiration to stay strong. With every achievement, I became more confident in myself and my abilities. I realized that difficulties can be challenges that strengthen a person. And up to now, I continue striving for a better life. That is why my experience has become a great lesson in my life.)

The informant 6, add on that: The moment I passed ALS changed my life. It made me realize that poverty, age, and personal struggles are not the end of one's story. That moment gave me hope and taught me that with faith in God and determination, miracles can happen. *Nakat-on ko nga ang kalampusan dili makuha dayon, apan pinaagi sa pagpaningkamot ug paglahutay. Ang akong kasinatian sa ALS nagpalig-on sa akong pagtuon sa akong kaugalingon ug sa akong mga pangandoy. Nakaamgo ko nga ang kalisod mahimong paagi aron mas molig-on ang usa ka tawo. Dako kaayo akong pasalamat sa tanang tawo nga nisupporta nako sa akong panaw. Karon, mas inspired ko nga magpadayon sa pag-abot sa mas maayong kaugmaon alang sa akong pamilya.*

(I learned that success is not achieved immediately, but through hard work and perseverance. My experience in ALS strengthened my belief in myself and in my dreams. I realized that difficulties can be a way for a person to become stronger. I am very grateful to all the people who supported me in my journey. Now, I am more inspired to continue striving for a better future for my family.)

The informant 7, attached that: Instead of being discouraged by those who looked down on me, I use their words as inspiration to prove that I can succeed and achieve something in life. *Ang kapobrihon ug ang pagtan-aw sa ubang tawo nga murag dili ko makakaya mao ang naghatag nako og motivation nga mopadayon aron mapamatud-an nako nga sayop sila.. Tungod niini, mas nagkalig-on ang akong determinasyon nga magpursige sa akong mga pangandoy. Nakat-on ko nga ang negatibong pulong sa uban mahimong mahimong kusog kung imo lang kini dawaton ug gamiton sa maayong paagi. Kada hagit nga akong maagian, mas naghatag nako og gana nga magpaningkamot pa gyud. Dili na ko magpadala sa kaulaw o kahadlok kay kabalo ko sa akong katuyoan sa kinabuhi. Mao nga padayon ko sa pagtuon sa akong kaugalingon nga makab-ot nako ang kalampusan.*

(Poverty and the way other people looked at me as if I could not succeed became my motivation to continue in order to prove them wrong. Because of this, my determination to pursue my dreams became stronger. I learned that negative words from others can become a source of strength if you accept and use them in a positive way. Every challenge I face gives me more motivation to work harder. I no longer let shame or fear control me because I know my purpose in life. That is why I continue to believe in myself that I will achieve success.)

The informant 8, joined that: *Kung unsa ang rason ngano nag undang ko mao sad ang rason nga ga paningkamot ko nga makapadayun sa skwela,* (The reason why I stopped studying is also the same reason why I strive to continue my education), so I could make my parents proud and show that I am capable of achieving my goals despite the setback. *Nakat-on ko nga ang mga pagsulay sa kinabuhi mahimong rason aron mas molig-on ko imbis mohunong. Bisin pa sa mga kalisod nga akong naagian, gihimo nako kining inspirasyon aron magpadayon sa akong pagtuon. Gusto nako nga ipakita sa akong mga ginikanan nga ang ilang sakripisyo dili mawala sa wala. Kada adlaw nga akong pagpaningkamot, nagdala nako og paglaum nga makab-ot nako ang akong mga tumong. Mao nga bisan lisod ang panaw, padayon gihapon ko kay kabalo ko nga ang kalampusan nahulat sa mga dili mo-undang.*

(I learned that life's trials can be a reason to become stronger instead of giving up. Despite the difficulties I have experienced, I turned them into inspiration to continue my studies. I want to show my parents that their sacrifices will not be wasted. Every effort I make each day gives me hope that I will achieve my goals. That is why, even though the journey is difficult, I continue because I know that success awaits those who do not give up.)

Gaining Confidence and Encouragement from Teachers and Classmates. This theme reveals that successful ALS graduates gained confidence and encouragement from teachers and classmates. These indicated that ALS graduates who succeeded in their studies were given confidence and encouragement by both teachers and classmates, all of which helped them to accomplish their education journey. They found a loving community in the ALS learning environment, teachers who guided them patiently and commended their efforts, urging them to push through difficult times. At the same time, their classmates gave a sense of belonging, shared similar experiences and provided mutual loyalty to ease feelings of doubt or insecurity. The informant 3, stated that;

Ang suporta sa akong mga teachers dako kaayo og epekto kay mituo sila sa akong kahintang ug abilidad. Nakat-on ko nga pabilhan ang matag gamay nga kalampusan sa akong pagtuon. Tungod niini nga mga kasinatian, mas nahimo akong focused, puno sa paglaum, ug mas nadasig nga makatapos sa akong edukasyon.

(The support of my teachers had a great impact because they believed in my situation and my abilities. I learned to value every small success in my studies. Because of these experiences, I became more focused, more hopeful, and more motivated to finish my education.)

The informant 4, appended that: Encouragement of ALS teachers to pursue my studies for us to have a better future. *Ilabi na sa mga panahon nga nagduha-duha ko sa akong kaugalingon, sila gyud ang nagdasig nako nga dili mo-undang. Ilang mga pulong ug suporta naghatag nako og kusog nga magpadayon bisan pa sa kalisod sa kinabuhi. Nakat-on ko nga ang edukasyon usa ka importante nga yawi sa mas maayong kaugmaon. Tungod sa ilang pagtabang, mas nisalig ko sa akong abilidad ug sa akong mga pangandoy. Mao nga dako kaayo akong pasalamat sa akong ALS teachers nga walay hunong sa pag-giya ug pagdasig kanamo. Ilang pagtuo sa among kapasidad nakahatag og inspirasyon nga magpabilin nga mapursige. Nakat-on ko nga ang usa ka maayong magtutudlo dako kaayo og papel sa kinabuhi sa estudyante. Bisin sa mga kalisod, nagpadayon ko kay naa silay kusog nga nagdasig nako. Mao nga giapresyar nako pag-ayo ang ilang suporta sa akong ALS journey. Ug hangtod karon, dala nako ang ilang mga pahimangno ug pagdasig.*

(Especially during times when I doubted myself, they were the ones who encouraged me not to give up. Their words and support gave me strength to continue despite life's difficulties. I learned that education is an important key to a better future. Because of their help, I became more confident in my abilities and in my dreams. That is why I am very grateful to my ALS teachers who never stopped guiding and encouraging us. Their belief in our abilities gave us inspiration to remain determined. I learned that a good teacher plays a very important role in a student's life. Even in times of hardship, I continued because they gave me the strength to keep going. That is why I deeply appreciate their support in my ALS journey. And up to now, I carry their advice and encouragement with me.)

How did ALS graduates cope with the challenges they faced while completing the ALS program?

This section presents the results of the 2nd major research question; How did ALS graduates cope with the challenges they faced while completing the ALS program? Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding how ALS graduates cope with the challenges they faced while completing the ALS program.

Motivation to Continue when Faced with Difficulties in ALS : The themes in this section came from the specific research question 2.1 'When you face difficulties in ALS, what kept you motivated to continue?' The responses generated five emerging themes namely: to support family and the desire to inspire, inspired by age and the success of older learners, support from teachers and family, determination to continue learning and being a self-supporting learner.

To Support Family and the Desire to Inspire. This theme constitutes that the successful ALS graduates cope with the challenges through family support and the desire to inspire. Their responses indicated that the successful ALS graduates overcome obstacles through the unwavering encouragement of their loved ones and a

strong determination to serve as an inspiration for others who may follow the same path. During challenging times, their families act as a pillar of support, offering moral encouragement, understanding, and sometimes financial assistance to help them pursue their education further. The support system convinces them that they are not alone in their battles and motivates them to fight through it all. Most ALS learners share this same aspiration, many of them hoping to become role models for their children, siblings, or community, proving that it is never too late to pursue education.

The informant 1 chronicled that:

Kada hagit nga akong maagian, mas naghatag nako og kusog ug determinasyon nga magpadayon. Mao nga padayon ko sa pagtuon kay gusto nako makab-ot ang mas maayong kaugmaon para sa akong pamilya ug sa akong kaugalingon. Usahay kapoy ug lisod, pero akong ginapili nga magpadayon kaysa mo-undang. Nakat-on ko nga ang disiplina ug sakripisyo importante kaayo sa kalampusan. Ang akong mga pangandoy maoy nagahatag nako og kusog kada adlaw. Ug pinaagi sa akong paningkamot, mas nagtuo ko nga makab-ot nako ang akong mga tumong sa kinabuhi.

(Every challenge I face gives me more strength and determination to keep going. That is why I continue my studies because I want to achieve a better future for my family and for myself. Sometimes it is tiring and difficult, but I choose to keep moving forward rather than giving up. I have learned that discipline and sacrifice are very important for success. My dreams are what give me strength every day. And through my hard work, I have become more confident that I will achieve my goals in life.)

The informant 2 included that: I became more motivated to finish my studies because of my age, and I also saw that many learners like me, who were older, were still able to complete the ALS program. *Nakaamgo ko nga ang edad dili babag sa pagkat-on ug sa pag-abot sa mga pangandoy sa kinabuhi. Ang ilang mga kalampusan nahimong inspirasyon nako nga dili mohunong bisan pa sa mga kalisod. Kada adlaw nga nag-eskwela ko, mas nagkalig-on ang akong determinasyon nga makapadayon hangtod matapos. Nakat-on ko nga basta naa kay disiplina ug paningkamot, posible gyud ang kalampusan bisan unsa pa ang imong kahintang. Mao nga padayon ko sa pagtuo sa akong kaugalingon ug sa akong mga pangandoy. Nakatabang kaayo nako ang ilang example nga ang pag-eskwela walay limit sa edad. Mas nisalig ko sa akong abilidad nga makakab-ot gihapon ko sa akong goals. Ug karon, mas motivated ko nga humanon gyud ang akong pagtuon para sa mas maayong kaugmaon.*

(I realized that age is not a barrier to learning and achieving one's dreams in life. Their successes became an inspiration for me not to give up despite the challenges. Every day that I attend school, my determination to continue until I finish my studies grows stronger. I learned that with discipline and hard work, success is truly possible regardless of one's circumstances. That is why I continue to believe in myself and in my dreams. Their example helped me realize that education has no age limit. I became more confident in my ability to achieve my goals. And now, I am even more motivated to complete my education for a better future.)

Together with informant 3 who stressed out that: When I faced difficulties in ALS, what kept me motivated was my dream of giving my children a better future. I wanted to show them that education is important no matter what age you are. Every time I felt tired or discouraged, I reminded myself that finishing ALS would open more opportunities for me and inspire my family. *Gihunahuna pud nako ang mga sakripisyo nga akong gihimo para sa akong mga anak, nga maoy nagdasig nako nga magpadayon bisan pa sa mga kalisod. Adunay mga panahon nga naglisod ko sa pagbalanse sa akong mga responsibilidad, pero nagpabilin ko nga nakatutok sa akong tumong. Ang akong mga anak nahimong pinakadako nako nga inspirasyon aron magpadayon sa akong pagtuon. Nakat-on ko nga mahimong mas lig-on ug mas mapailubon tungod sa tanang mga hagit nga akong naagian. Pinaagi sa ALS, nasabtan nako nga ang edukasyon makausab dili lang sa akong kinabuhi kundi apil sa kaugmaon sa akong pamilya. Bisin sa lisod nga mga panahon, nagpadayon ko sa pag-ampo ug pagtuo nga makab-ot nako ang kalampusan. Kana nga paglaum ug determinasyon mao ang nagtabang nako nga mahuman ang akong ALS journey.*

(I also thought about the sacrifices I made for my children, which motivated me to keep going despite the difficulties. There were times when I struggled to balance my responsibilities, but I remained focused on my goal. My children became my greatest inspiration to continue my studies. I learned to become stronger and more patient because of all the challenges I experienced. Through ALS, I came to understand that education can transform not only my life but also the future of my family. Even during difficult times, I continued to pray and

believe that I would achieve success. That hope and determination were what helped me complete my ALS journey.)

Meanwhile, informant 5 explained that: *Gusto kaayo ko makahuman sa pag-eskwela para naa koy stable job og makatabang ko sa akong pamilya. Mao kini ang akong pinaka-dako nga pangandoy sa kinabuhi. Nakat-on ko nga ang edukasyon maoy yawi sa mas maayong kaugmaon. Bisan pa sa mga kalisod, nagpadayon ko kay kabalo ko nga para ni sa among pamilya. Usahay kapoy ug lisod ang pagtuon, pero dili ko mohunong kay naa koy tumong sa kinabuhi. Gusto nako nga makatrabaho sa tarong nga trabaho aron dili na maglisod ang akong pamilya. Kada hagit nga akong maagian, mas nagkalig-on ang akong determinasyon nga magpadayon. Ang akong mga anak ug pamilya mao ang akong inspirasyon nga magpursige. Nakat-on ko nga ang kalampusan dili makuha dayon, kinahanglan gyud og paningkamot ug sakripisyo. Mao nga bisan lisod ang panaw, padayon gihapon ko sa pagtuon para sa among kaugmaon. Ug karon, mas confident ko nga makab-ot nako ang akong mga pangandoy sa kinabuhi.*

(I really want to finish my education so that I can have a stable job and help support my family. This is my greatest dream in life. I have learned that education is the key to a better future. Despite the challenges, I continue because I know that this is for my family. Sometimes studying is tiring and difficult, but I do not give up because I have goals in life. I want to have a decent job so that my family will no longer struggle. Every challenge I face strengthens my determination to keep going. My children and family are my inspiration to persevere. I have learned that success is not achieved overnight; it requires hard work and sacrifice. That is why, even though the journey is difficult, I continue my studies for our future. And now, I am more confident that I will achieve my dreams in life.)

For the meantime, informant 6 explained that: *My children were my greatest motivation. They encouraged me every day to continue studying. I wanted to be a living example for them, that even when life is hard, dreams should never stop. Their belief in me gave me strength when I wanted to give up. Sila ang naghatag nako og kusog nga magpadayon bisan pa sa mga kalisod sa kinabuhi. Kada adlaw nga makakita ko nila, mas nidako ang akong determinasyon nga makapadayon sa akong pagtuon. Nakat-on ko nga ang pag-eskwela dili lang para sa akong kaugalingon kundi para usab sa ilang kaugmaon. Ilang suporta maoy nagtabang nako nga dili mo-undang bisan kapoy ug lisod ang sitwasyon. Tungod nila, mas nagtuo ko nga makab-ot nako ang akong mga pangandoy. Ug hangtod karon, sila gihapon ang akong inspirasyon sa pagpadayon sa kinabuhi.*

(They gave me the strength to keep going despite the difficulties in life. Every day that I see them, my determination to continue my studies grows stronger. I learned that education is not only for myself but also for their future. Their support helped me not to give up even when the situation was tiring and difficult. Because of them, I became more confident that I could achieve my dreams. And until now, they continue to be my inspiration to keep moving forward in life.)

Informant 8 described that: *That someday I could give my family a comfortable life. Mao kini ang akong dako nga pangandoy nga nagdasig nako sa pagpaningkamot kada adlaw. Gusto nako nga dili na sila maglisod sa panginabuhi ug makabaton na og komportable nga kahimtang. Bisan pa sa mga kalisod, nagpadayon ko kay kabalo ko nga ang akong sakripisyo adunay katuyoan. Nakat-on ko nga ang edukasyon ug paningkamot mao ang paagi aron makab-ot ang maayong kaugmaon. Kada adlaw nga pagtuon ug trabaho, akong giisip nga lakang padulong sa akong tumong. Usahay kapoy ug lisod, pero ang akong pamilya maoy nagahatag nako og kusog. Gusto nako nga ipakita kanila nga ang kalisod temporaryo ra basta dili ka mo-undang. Ang akong mga pangandoy alang sa akong pamilya maoy nagpalig-on sa akong determinasyon. Nakat-on ko nga ang kalampusan dili lang para sa kaugalingon kundi para usab sa pamilya. Mao nga magpadayon ko hangtod makab-ot nako ang komportable nga kinabuhi para kanila.*

(This is my great dream that motivates me to work hard every day. I want them to no longer struggle in life and to have a comfortable living situation. Despite the difficulties, I keep going because I know that my sacrifices have a purpose. I have learned that education and hard work are the means to achieve a better future. Every day of studying and working, I consider it a step toward my goal. Sometimes it is tiring and difficult, but my family gives me strength. I want to show them that hardships are only temporary as long as you do not give up. My dreams for my family have strengthened my determination. I learned that success is not only for oneself but also for one's family. That is why I will continue until I achieve a comfortable life for them.)

Informant 7 described that: *I balance work and self-study, naga paningkamot pag-ayo para dali ra maka sabot sa mga lessons bisan usahay kapoy na kayo kay gikan pa nag trabaho. Lisod kaayo ang akong sitwasyon kay kinahanglan nako i-manage ang oras para sa trabaho ug pagtuon. Usahay kapoy na kaayo ang lawas ug hunahuna, pero nagpadayon gihapon ko. Nakat-on ko nga ang disiplina sa oras importante kaayo sa pag-eskwela ug pagtrabaho. Kada adlaw, nagpaningkamot ko nga mas masabtan dayon ang mga lessons aron dili ko maglisod. Ang akong mga pangandoy maoy nagahatag nako og kusog bisan kapoy na ko. Bisin pa sa kakapoy, dili ko mo-undang kay gusto nako makab-ot ang akong tumong sa kinabuhi. Nakat-on ko nga ang pagpaningkamot ug pasensya makatabang sa kalampusan.*

(I balance work and self-study, doing my best to understand the lessons quickly even though I am often very tired after coming from work. My situation is very challenging because I need to manage my time between work and studying. Sometimes, my body and mind are already exhausted, but I continue, nonetheless. I have learned that time discipline is very important in both studying and working. Every day, I try to understand the lessons better so that I will not struggle too much. My dreams are what give me strength even when I am tired. Despite the exhaustion, I do not give up because I want to achieve my goals in life. I have learned that hard work and patience help lead to success.)

Support from Teachers and Family. This theme suggests that the successful ALS graduates cope with the challenges through support from teachers and family. The study indicated that successful ALS graduates overcome obstacles that create a strong anchor of their determination through the support of families and teachers. The guidance, patience, encouragement, and help shown by teachers allow them to understand lessons and provide them with motivation to keep going despite the challenges they face in life. Meanwhile, family members provide them with a sense of purpose and offer emotional reassurance that reminds them of the reasons for stepping forward in their educational journey as the informant 4 asserted that:

The encouragement of the teachers and the encouragement, care, and support of my husband helped me a lot to continue my studies. *Ilabi na sa mga panahon nga nagduha-duha ko sa akong kaugalingon, sila ang naghatag nako og kusog ug paglaum. Ang akong mga teachers nagdasig nako nga dili mohunong ug padayon lang sa pagtuon bisan pa sa kalisod. Ang akong bana pud kanunay nga nagsuporta ug nagtabang nako sa akong mga responsibilidad sa balay ug sa eskwela. Tungod sa ilang suporta, mas nahimo kong motivated nga humanon ang akong ALS journey. Nakat-on ko nga dili gyud lisod ang pagtuon kung naa kay mga tawo nga motuo ug motabang nimo. Ilang pag-atiman ug pagsabot naghatag nako og kalinaw sa akong paningkamot isip estudyante ug inahan. Kada adlaw nga kalisod, ilang mga pulong maoy nagpalig-on sa akong determinasyon. Nakaamgo ko nga ang suporta sa pamilya ug teachers dako kaayo og papel sa kalampusan sa usa ka estudyante. Mao nga dako kaayo akong pasalamat sa ilang tanan nga nagtabang ug nagdasig nako. Tungod nila, nakahuman ko sa akong ALS journey nga puno sa paglaum ug kalipay.*

(Especially during times when I doubted myself, they were the ones who gave me strength and hope. My teachers encouraged me not to give up and to continue studying despite the difficulties. My husband also consistently supported me and helped me with my responsibilities at home and in school. Because of their support, I became even more motivated to complete my ALS journey. I learned that studying is not as difficult when you have people who believe in you and are willing to help you. Their care and understanding gave me peace of mind as both a student and a mother. With every challenge I faced each day, their words strengthened my determination. I realized that the support of family and teachers plays a very important role in a student's success. That is why I am deeply grateful to all of them for helping and encouraging me. Because of them, I was able to complete my ALS journey filled with hope and happiness.)

Informant 7 described that: *Ang akong pamilya maoy nagadasig nako nga magpadayon bisan lisod. Mao nga padayon ko sa akong ALS journey bisan pa sa mga kalisod sa adlaw-adlaw.*

(Ug karon, mas confident ko nga makakaya nako ang tanan nga hagit sa kinabuhi. My family is what motivates me to keep going despite the difficulties. That is why I continue my ALS journey even in the face of everyday challenges. And now, I am more confident that I can overcome all of life's challenges.)

Being a Self-Supporting Learner. This theme suggests that successful ALS graduates cope with the challenges through being self-supporting learners. It meant that successful ALS graduates cope with challenges by becoming self-reliant. They take full responsibility for their undertakings in both education and their daily

necessities. Some of them were working while pursuing their studies. They motivate themselves to pursue their educational dreams as informant 1 emphasized that:

Being self-supporting learner motivates me to work harder. Ang akong kahintang isip usa ka self-supporting learner *maoy nagdasig nako nga magpursige ug magpaningkamot pa gyud. Nakat-on ko nga kung dili ko mukusog ug mo-lahutay, walay lain nga motabang sa akong kaugalingon ug sa akong pamilya. Bisan lisod ang sitwasyon, giisip nako kini nga rason aron mas molig-on ko sa akong mga desisyon sa kinabuhi.*

(My situation as a self-supporting learner motivated me to persevere and work even harder. I learned that if I do not stay strong and endure, no one else will be able to help me and my family. Despite the difficulties, I considered my situation a reason to become stronger and more determined in the decisions I make in life.)

Strategies or Coping Mechanisms that Helped to Overcome Challenges : The themes in this section came from the specific research question 2.2 ‘What strategies or coping mechanisms helped you overcome those challenges?’ The responses generated seven emerging themes namely: faith and prayer, help, support and motivation from family, work harder, proper time management and setting goals, practicing self-discipline and journal reflection, practicing self-discipline and journal reflection, staying positive, optimistic, and grateful and staying grounded in personal goals.

Faith and Prayer. This theme constitutes that the successful ALS graduates used faith and prayer as strategies or coping mechanisms to overcome challenges. It indicated that successful ALS graduates used faith and prayer as coping instruments to enable them to overcome a lot of challenges they encountered in their pursuit of education. Every time tiredness, uncertainty, and doubt came in their ways, they found comfort, reassurance, guidance, and strengths in their strong faith in God. Managing stress and maintaining a positive outlook in life amid financial constraints, academic demands, and personal accountabilities were addressed through prayers as informant 1 related that:

Nag-ampo pud ko kanunay para sa kalig-on ug giya sa matag adlaw. Ang akong determinasyon maoy nagtabang nako nga dili mohunong bisan pa sa kalisod. Bisan adunay mga panahon nga gusto na ko mohunong tungod sa kakapoy ug daghang problema, magpabilin gihapon ko nga lig-on tungod sa akong mga pangandoy sa kinabuhi. Ang akong pamilya ug mga tawo nga nagsuporta nako maoy usa sa akong inspirasyon aron magpadayon. Nagtuo ko nga pinaagi sa pagpaningkamot, pag-ampo, ug pagsalig sa kaugalingon, mabuntog ra ang tanang pagsulay ug makab-ot ra ang kalampanan sa hustong panahon.

(I also prayed constantly for strength and guidance every day. My determination helped me keep going despite the difficulties. Although there were times when I wanted to give up because of exhaustion and the many problems I faced, I remained strong because of my dreams in life. My family and the people who supported me were among my greatest inspirations to continue. I believe that through hard work, prayer, and self-confidence, all challenges can be overcome and success can be achieved in the right time.)

Also, informant 3 substantiated that: I used simple coping mechanisms like writing down my thoughts or praying to keep myself strong. *Ang pag-ampo ug pagsulat sa akong mga gibati nakahatag nako og kalinaw sa hunahuna. Nakatabang pud nako ang pagpadayon bisan kapoy na aron dili ko mawala sa akong focus. Mao nga pinaagi sa disiplina ug sakripisyo, nakaya nako ang mga kalisod sa akong ALS journey.*

(Prayer and writing down my feelings gave me peace of mind. It also helped me to keep going even when I was already tired, so that I would not lose focus. Through discipline and sacrifice, I was able to overcome the challenges of my ALS journey.)

Also, informant 5 confirmed that: *Gina ampo gyod nako tanan og gina surrender nako tanan sa Ginoo uban sa akong mga pagpaningkamot. Mao kini ang akong kusog sa matag adlaw nga pagsulay sa kinabuhi. Nakat-on ko nga ang pag-ampo dako kaayo og tabang aron makabaton ko og kalinaw sa hunahuna. Sa matag kalisod nga akong maagian, akong ginasalig sa Ginoo ang tanan nakong kabalaka. Dili ko kalimot nga magpaningkamot samtang nag-ampo para sa giya ug kusog. Ang akong pagtuo naghatag nako og paglaum nga makaya nako ang tanan nga hagit. Bisan pa sa kakapoy ug problema, nagpadayon ko kay naa koy pagtuo sa Diyos. Nakat-on ko nga ang pag-surrender sa Ginoo dili pasabot nga mo-undang ka, kundili magpabilin nga lig-on. Ang akong pamilya ug mga pangandoy maoy nagadasig nako nga magpadayon sa pagpaningkamot. Kada adlaw nga kalisod akong giisip nga paagi sa paglig-on sa akong kinabuhi. Ug tungod niini, mas nagtuo ko nga ang Ginoo maoy naggiya sa akong ALS journey.*

(I constantly pray and surrender everything to the Lord while continuing to do my part through hard work and perseverance. This is my source of strength in facing the daily trials of life. I have learned that prayer is a great help in giving me peace of mind. In every difficulty I encounter, I entrust all my worries to the Lord. I never forget to keep striving while praying for guidance and strength. My faith gives me hope that I can overcome every challenge. Despite the exhaustion and problems, I continue because I have faith in God. I learned that surrendering to the Lord does not mean giving up; rather, it means remaining strong. My family and my dreams motivate me to keep working hard. I consider every daily struggle as a way of strengthening my life. Because of this, I believe even more that the Lord has been guiding me throughout my ALS journey.)

Similarly, informant 6 substantiated that: There were many nights when I cried silently and prayed to God. I asked Him to guide me because He alone knew my future. Prayer became my strength. I also held on to one powerful belief that guided my journey, to learn in order to earn. This mindset reminded me that my sacrifices had a purpose. *Sa matag gabii nga naghilak ko, akong gibati nga naa gyud koy kasuporta sa Ginoo. Nakat-on ko nga ang pag-ampo maoy pinaka kusog nako sa panahon sa kalisod. Bisan lisod ang sitwasyon, nagpadayon ko kay kabalo ko nga naa koy gi-ampo nga mas maayong kaugmaon. Ang akong mga sakripisyo dili mawala sa wala kay naa koy tumong sa kinabuhi. Nakat-on ko nga ang pagtuon maoy paagi aron makab-ot ang mas maayong trabaho ug kinabuhi. Mao nga bisan kapoy ug lisod, gipili nako nga magpadayon sa akong ALS journey. Kada hagit akong giisip nga leksyon nga magpalig-on nako isip usa ka tawo. Ug hangtod karon, padayon gihapon ko sa pagtuo ug pagpaningkamot. Nakasabot ko nga ang Ginoo mao gyud ang naggiya sa akong kinabuhi.*

(Every night when I cried, I felt that I truly had the Lord's support. I learned that prayer is my greatest source of strength during difficult times. Even when the situation was hard, I continued because I knew I was praying for a better future. My sacrifices would not be in vain because I have goals in life. I learned that education is the pathway to achieving a better job and a better life. That is why, despite the exhaustion and hardships, I chose to continue my ALS journey. I considered every challenge as a lesson that would make me stronger as a person. And up to now, I continue to have faith and perseverance. I have come to understand that the Lord has truly been guiding my life.)

Help, Support and Motivation from Family and Teachers. This theme constitutes that the successful ALS graduates used seeking support and motivation from family as strategies or coping mechanisms to overcome challenges. It indicates that seeking support and motivation from the family is an effective coping mechanism in dealing with challenges in life. Their relationship serves as a foundation of strength while in pursuit of a better future. The encouragement they receive helps them in focusing on their goals in life. They look at their family members as motivation to grow and as a sense of purpose as informant 1 told that:

Naa pud koy mga higayon nga mangayo og tabang sa akong mga teachers kung dili ko kasabot sa lesson. Ang suporta sa akong pamilya nakahatag nako og kusog sa mga panahon nga gusto na ko mo-undang.

(There were also times when I asked my teachers for help whenever I could not understand the lesson. The support of my family gave me strength during moments when I felt like giving up.)

Informant 2 established on seeking support that: *Ginatabangan ko sa akong mga anak sa akong pag-eskwela naay mga lesson nga sila ang nagapasabot sa akona, and they are also my motivation to finish so they can see that their father is working hard to complete their education. I labi na sa mga panahon nga lisod ko makasabot sa mga lessons, sila gyud ang motabang nako ug explain sa ilang simple nga paagi. Nakat-on ko nga ang suporta sa pamilya dako kaayo og papel sa kalampanan sa usa ka estudyante. Kada adlaw nga makita nako sila, mas nidako ang akong gana nga magpadayon sa akong pagtuon. Usahay kapoy ko gikan sa trabaho, pero ilang presensya maoy nagahatag nako og kusog. Gusto nako nga ipakita sa ilaha nga ang ilang amahan naningkamot gyud para sa ilang kaugmaon. Nakat-on ko nga ang pagtuon dili lang para sa kaugalingon kundi para usab sa pamilya. Ang ilang pagtabang nagpakita nga ang pamilya maoy pinaka kusgan nga suporta sa kinabuhi. Mao nga bisan lisod ang sitwasyon, nagpadayon gihapon ko sa akong ALS journey. Ug karon, mas motivated ko nga makab-ot ang akong mga pangandoy para sa akong mga anak.*

(My children help me with my studies. There are lessons that they explain to me, and they are also my motivation to finish my education so that they can see that their father is working hard to complete his studies. Especially during times when I find it difficult to understand the lessons, they are the ones who help me and explain things in their own simple way. I learned that family support plays a very important role in a student's success. Every day that I see them, my motivation to continue my studies grows stronger. Sometimes I am tired

from work, but their presence gives me strength. I want to show them that their father is truly striving for their future. I learned that education is not only for oneself but also for one's family. Their help has shown me that family is the strongest source of support in life. That is why, despite the difficulties, I continued my ALS journey. And now, I am even more motivated to achieve my dreams for my children.)

Informant 3 verified on seeking support that: The strategy that helped me overcome challenges includes not being afraid to ask questions when I didn't understand a lesson.

Work Harder, Proper Time Management and Setting Goals. This theme constitutes that the successful ALS graduates used proper time management and setting goals as strategies or coping mechanisms to overcome challenges. It displayed that to overcome challenges; successful ALS graduates must practice excellent time management and goal setting. The set of goals shall be listed according to priorities and significance as informant 1 explained that:

I just worked harder on myself to overcome everything. *Gipili nako nga magpursige ug mag-focus sa akong kaugalingon imbis magpadala sa kalisod. Nakat-on ko nga ang pagplano sa oras dako kaayo og tabang sa pagbalanse sa trabaho ug pagtuon. Nagbuhat ko og iskedyl para sa akong study time aron dili ko maglisod sa lessons. Usahay magtuon ko bisan kapoy pa gikan sa trabaho para lang dili ko ma-delay. Nakat-on ko nga importante ang disiplina ug self-control sa pagkab-ot sa tumong.*

(I chose to persevere and focus on myself instead of letting difficulties discourage me. I learned that planning my time is a great help in balancing work and studies. I created a schedule for my study time so that I would not struggle too much with the lessons. Sometimes, I study even when I am tired from work just so I would not fall behind. I learned that discipline and self-control are very important in achieving one's goals.)

Informant 3 verified on seeking support that: The strategies that helped me overcome challenges included managing my time wisely and setting small goals. I also practiced self-discipline by studying even after work. *Nakat-on ko nga ang pagplano sa oras dako kaayo og tabang aron dili ko malangan sa akong pagtuon. Nagbuhat ko og small goals aron dili ko ma-overwhelm sa akong mga responsibilidad.*

(I learned that planning my time is a great help in ensuring that I do not fall behind in my studies. I set small goals for myself so that I would not feel overwhelmed by my responsibilities.)

Informant 7 verified on seeking support that: I work hard for a better future and support myself to achieve it. *Mao kini ang akong gi-pangandoy sa kinabuhi aron makab-ot ang kalampusan. Nakat-on ko nga walay dali nga dalan padulong sa maayong kaugmaon. Kada adlaw nagpaningkamot ko bisan pa sa mga kalisod ug kakapoy. Ginasuportahan nako ang akong kaugalingon pinaagi sa pagtrabaho ug pagtuon. Usahay lisod i-balance ang tanan, pero dili ko mo-undang. Ang akong determinasyon mao ang nagahatag nako og kusog sa matag adlaw. Nakat-on ko nga ang kalampusan kinahanglan gyud og sakripisyo ug disiplina. Ang akong pamilya ug kaugmaon maoy nagadasig nako nga magpadayon. Bisin pa sa mga pagsulay, nagpabilin ko nga positibo ug determinado. Ug pinaagi sa akong paningkamot, nagtuo ko nga makab-ot nako ang mas maayong kinabuhi.*

(This is the dream I aspire to achieve in life in order to attain success. I learned that there is no easy path to a better future. Every day, I work hard despite the difficulties and exhaustion. I support myself through work and study. Sometimes it is difficult to balance everything, but I do not give up. My determination gives me strength each day. I learned that success requires sacrifice and discipline. My family and my future are what motivate me to keep going. Despite the challenges, I remain positive and determined. And through my hard work, I believe that I will achieve a better life.)

Optimistic and Grateful. This theme establishes that Optimistic and Grateful as strategies or coping mechanisms to overcome challenges were used by the successful ALS graduates. It showed that Successful ALS graduates deal with problems by being disciplined and writing in a journal to cope with them throughout their time in school. Optimism helps them stay focused on their goals even when they are tired, have other things to do, or are distracted. At the same time, grateful gives them a place to think about their experiences, thoughts, and feelings as informant 1 said that:

Nakat-on ko nga ang positive mindset makatabang kaayo sa pag-atubang sa mga problema. Giisip nako ang matag hagit isip leksyon nga magpalig-on nako isip estudyante ug tawo. Sa akong paningkamot, nakab-ot nako ang gamay nga kalampusan kada adlaw. Ug tungod niini, mas nagtuo ko nga makaya gyud nako ang tanan nga pagsulay sa kinabuhi.

(I learned that having a positive mindset is a great help in facing problems. I consider every challenge as a lesson that strengthens me as a student and as a person. Through my hard work, I achieve small successes every day. Because of this, I have become even more confident that I can overcome all of life's challenges.)

Also, informant 4 substantiated that: By staying positive, optimistic and always having gratitude. *Mao kini ang akong paagi sa pag-atubang sa mga kalisod sa akong ALS journey. Nakat-on ko nga ang positibong pananaw dako kaayo og tabang aron dili ko dali mawad-an og paglaum. Kanunay ko nagpasalamat bisan sa gagmay nga kalampusan nga akong makab-ot. Ang pagtan-aw sa maayong bahin sa matag sitwasyon nakahatag nako og kusog nga magpadayon. Usahay lisod ang kinabuhi, pero gipili nako nga magpabilin nga lig-on ang akong pagtuo. Ang paglaum mao ang nagahatag nako og kalig-on sa matag adlaw nga pagsulay. Nakat-on ko nga ang negative nga hunahuna makapahuyang sa tawo, mao nga likayan nako kini. Sa akong pagpaningkamot, ginapili nako nga mag-focus sa akong mga tumong. Ang pasalamat sa Diyos ug sa akong pamilya maoy nagahatag nako og kalinaw sa hunahuna. Bisin kapoy ug lisod ang sitwasyon, nagpadayon gihapon ko sa akong pagtuon. Nakat-on ko nga ang kalipay dili lamang makita sa kalampusan kundi sa pagpaningkamot mismo. Ang optimism nakatabang nako nga dili ko mo-undang bisan pa sa mga hagit. Kada adlaw nga kalisod akong giisip nga leksyon nga magpalig-on nako. Ug pinaagi sa pagpasalamat, mas nakakita ko sa kahayag sa akong kinabuhi. Mao nga padayon ko sa pagtuo nga makab-ot nako ang akong mga pangandoy.*

(This is my way of facing the challenges in my ALS journey. I learned that having a positive outlook is a great help in preventing me from easily losing hope. I always give thanks, even for the small successes that I achieve. Looking at the good side of every situation gives me the strength to keep going. Sometimes life is difficult, but I choose to remain strong in my faith. Hope gives me strength in facing the trials of each day. I learned that negative thoughts can weaken a person, so I try to avoid them. In all my efforts, I choose to focus on my goals. My gratitude to God and to my family gives me peace of mind. Even when the situation is tiring and difficult, I continue my studies. I learned that happiness is found not only in success but also in the effort itself. Optimism has helped me not to give up despite the challenges. I consider every daily hardship as a lesson that makes me stronger. And through gratitude, I have been able to see more light in my life. That is why I continue to believe that I will achieve my dreams.)

Staying Grounded in Personal Goals. This theme establishes that staying grounded in personal goals as strategies or coping mechanisms to overcome challenges were used by successful ALS graduates. It showed that successful ALS graduates deal with problems by staying focused on their personal goals, which guide and motivate them throughout their education. Even though they have problems, they stay focused on what they want to do, whether that means finishing school, getting better job opportunities, or making their lives and their families' lives better, as informant 8 learned that:

Challenges in life are normal while reaching our dreams. *Whenever I encounter problems, I always go back to my core og akong mga goals why I started, ang reason sa akong mga pagpaningkamot og ang mga goals nga gusto nako makab-ot. Nakat-on ko nga ang kalisod usa ka natural nga bahin sa kinabuhi. Imbis mo-undang, ginapili nako nga magpabilin nga lig-on ug determinado. Ginapahinumdoman nako ang akong kaugalingon kung ngano nagsugod ko sa akong ALS journey. Ang akong mga pangandoy mao ang nagahatag nako og kusog sa matag adlaw. Usahay maglisod ko ug motivate sa akong kaugalingon, pero balik ko sa akong tumong. Ang paghinumdom sa akong pamilya nagahatag nako og inspirasyon nga magpadayon. Nakat-on ko nga ang focus ug disiplina importante kaayo sa kalampusan. Kada problema akong giisip nga leksyon nga magpalig-on nako. Dili nako tugotan nga ang kalisod mohunong sa akong mga pangandoy. Ang pagtuo sa akong kaugalingon nakatabang nako nga magpadayon bisan kapoy na. Ang akong sakripisyo karon para sa mas maayong kaugmaon. Nakat-on ko nga ang pagpaningkamot adunay puangod kung naa kay klarong tumong. Bisin lisod ang dalan, padayon gihapon ko sa akong pag-eskwela. Ang akong paglaum mao ang nagahatag og kahayag sa akong kinabuhi. Ug hangtod karon, magpadayon ko hangtod makab-ot nako ang akong mga pangandoy.*

(Whenever I encounter problems, I always go back to my core values and my goals—why I started, the reasons behind my hard work, and the goals I want to achieve. I learned that difficulties are a natural part of life. Instead of giving up, I choose to remain strong and determined. I constantly remind myself why I started my ALS journey. My dreams are what give me strength every day. Sometimes I struggle to motivate myself, but I always return to my goals. Thinking about my family inspires me to keep going. I learned that focus and discipline are very important for success. I consider every problem as a lesson that makes me stronger. I do not allow difficulties to stop me from pursuing my dreams. Believing in myself helps me continue even when I am already tired. My sacrifices today are for a better future. I learned that hard work has purpose when you have a clear

goal. Even though the path is difficult, I continue my education. My hope is what brings light to my life. And up to now, I will keep moving forward until I achieve my dreams.)

Sources of Support During the ALS Program : The themes in this section came from the specific research question 2.3 ‘Who supported you throughout the program?’ The responses generated two emerging themes, namely: family, classmates, teachers, and personal effort, and God.

Family, Classmates, Teachers, and Personal Effort. This theme constitutes that the successful ALS graduates relied on support from family, teachers, and personal effort throughout the program. It indicated that successful ALS graduates successful graduates relied on a mix of support from family, help from teachers, and their own hard work to get through the tough parts of the ALS program and do well. Their families had a strong support system, giving them encouragement, understanding, and sometimes even money or help with everyday tasks that helped them stay in school. At the same time, teachers were crucial because they taught, encouraged, and were patient with students, making the classroom a safe place for them to learn and feel valued. The informant 1 related that:

Ang akong mga pagpaningkamot og ang support sa akong mga ALS Teachers ang mitabang nako sa tibuok programa. Sila ang naggiya nako gikan sa pagsugod hangtod sa pagtapos sa akong ALS journey. Nakat-on ko nga ang suporta sa teachers dako kaayo og papel sa kalampusan sa usa ka estudyante. Ilang pasensya ug pagdasig naghatag nako og kusog sa mga panahon nga lisod ko. Gitudloan nila ko dili lang sa lessons kundi usab sa pagtuo sa akong kaugalingon. Ang akong kaugalingong paningkamot usab importante kaayo aron makab-ot nako ang akong mga tumong. Usahay kapoy ug lisod, pero tungod sa ilang suporta, nagpadayon gihapon ko. Nakat-on ko nga ang teamwork sa estudyante ug teacher makapadali sa kalampusan. Ang ilang guidance naghatag nako og kalinaw ug kumpiyansa sa pagtuon. Mao nga dako kaayo akong pasalamat sa akong ALS teachers ug sa akong pagpaningkamot nga nagtabang nako hangtod sa katapusan. My own hard work and the support of my ALS teachers helped me throughout the entire program.

(They guided me from the beginning until the completion of my ALS journey. I learned that teachers' support plays a very important role in a student's success. Their patience and encouragement gave me strength during difficult times. They taught me not only the lessons but also how to believe in myself. My own efforts were also very important in helping me achieve my goals. Sometimes it was tiring and difficult, but because of their support, I continued to move forward. I learned that teamwork between a student and a teacher can make success easier to achieve. Their guidance gave me peace of mind and confidence in my studies. That is why I am deeply grateful to my ALS teachers and to my own perseverance, which helped me reach the end of my journey.)

Similarly, informant 2 proved that: My Children, family, and teachers worked hard to help me complete my studies. *Ang akong mga teachers ang naga-anhi diri sa balay aron ma sure nila nga mosulod ko sa klase, usahay diri mi sa balay magklasi aron lang nga matudloan ko. Dako kaayo ang ilang paningkamot nga matabangan ko sa akong pagtuon. Nakat-on ko nga ang suporta sa pamilya ug teachers importante kaayo sa kalampusan. Ang akong mga anak mao usab ang nagdasig nako nga magpadayon bisan kapoy na. Usahay lisod ang sitwasyon, pero tungod nila, dili ko mo-undang. Ang akong pamilya kanunay nga nagsuporta sa akong mga pangandoy. Nakat-on ko nga ang edukasyon mahimong mas sayon kung naa kay suporta sa imong palibot. Ang ilang pagtabang naghatag nako og kusog ug inspirasyon kada adlaw. Bisan sa mga kalisod, nagpadayon gihapon ko kay naa silay tiwala nako. Mao nga dako kaayo akong pasalamat sa akong pamilya, mga anak, ug mga teachers nga nagtabang nako hangtod sa katapusan sa akong ALS journey.*

(My teachers would come to our house to make sure that I attended class. Sometimes, we even held classes at home just so they could teach me. Their efforts to help me with my studies were truly remarkable. I learned that the support of family and teachers is very important to a student's success. My children also motivated me to keep going even when I was already tired. Sometimes the situation was difficult, but because of them, I did not give up. My family always supported my dreams. I learned that education can become easier when you have support from the people around you. Their help gave me strength and inspiration every day. Despite the challenges, I continued because they believed in me. That is why I am deeply grateful to my family, my children, and my teachers who helped me all the way until the completion of my ALS journey.)

Likewise, informant 3 added that : I was supported by my ALS teacher who patiently guided me, classmates who encouraged me, and most of all my family who gave me strength. Their support reminded me that I was not alone in this journey, and that made a big difference in helping me continue until the end. *Dako kaayo ang*

akong pasalamat sa akong mga ALS teachers kay sila ang nag-giya nako sa tibuok proseso sa pagtuon. Ilang pasensya ug pagsabot nakatabang nako nga mas masabtan ang mga lessons bisan lisod. Ang akong mga classmates pud naghatag og inspirasyon pinaagi sa ilang encouragement ug tabang. Nakat-on ko nga ang pagtuon mas sayon kung naa kay mga kauban nga mo-suporta nimo. Ang akong pamilya mao gyud ang akong pinaka kusog sa tanan nga kalisod. Ilang gugma ug pagdasig naghatag nako og kalig-on sa matag adlaw. Usahay kapoy ug lisod ang akong sitwasyon, pero dili ko mo-undang tungod nila. Nakat-on ko nga importante kaayo ang suporta sa pamilya ug mga higala sa kalampusan. Kada adlaw nga kalisod akong giisip nga hagit nga kinahanglan nako malampasan. Ang ilang suporta naghatag nako og paglaum nga makaya nako ang tanan. Bisan sa mga panahon nga gusto na ko mohunong, ilang presensya maoy nagpa-focus nako sa akong tumong. Nakat-on ko nga dili gyud ka mag-inusara kung naa kay mga tawo nga motuo nimo. Mao nga nagpadayon ko hangtod natapos nako ang akong ALS journey. Ug hangtod karon, dala nako ang ilang suporta isip kusog sa akong kinabuhi.

(I am deeply grateful to my ALS teachers because they guided me throughout the entire learning process. Their patience and understanding helped me better understand the lessons, even when they were difficult. My classmates also inspired me through their encouragement and support. I learned that studying becomes easier when you have people around you who support you. My family has truly been my greatest source of strength through all my hardships. Their love and encouragement gave me strength every day. Sometimes my situation was tiring and difficult, but I did not give up because of them. I learned that the support of family and friends is very important to success. I considered every daily difficulty as a challenge that I needed to overcome. Their support gave me hope that I could handle everything. Even during times when I wanted to give up, their presence helped me stay focused on my goals. I learned that you are never truly alone when you have people who believe in you. That is why I continued until I completed my ALS journey. And even now, I carry their support with me as a source of strength in my life.)

Also, Informant 4 verified that: *My husband and my ALS teachers. Sila ang akong dakong suporta sa tibuok akong ALS journey. Ang akong bana mao ang nagahatag nako og kusog ug paglaum sa matag adlaw. Ilang pagsabot ug pagtabang nakahatag nako og kalinaw sa akong pagtuon. Ang akong ALS teachers naggiya nako sa akong mga lessons uban ang pasensya ug dedikasyon. Nakat-on ko nga ang suporta sa pamilya ug teachers importante kaayo sa kalampusan. Ang akong bana kanunay nga nagdasig nako nga dili mo-undang bisan pa sa kalisod. Usahay kapoy ug lisod ang akong sitwasyon, pero ilang presensya nagahatag nako og kusog. Ang akong mga teachers nagtuo sa akong abilidad bisan sa akong mga kalisod sa pagkat-on. Nakat-on ko nga dili gyud sayon ang pagtuon, pero posible basta naa kay suporta. Ilang paggiya nakatabang nako nga mas masabtan ang mga leksyon. Ang akong pamilya mao ang nagahatag nako og inspirasyon nga magpadayon. Kada adlaw nga kalisod akong giisip nga hagit nga kinahanglan malampasan. Tungod nila, mas nisalig ko sa akong kaugalingon nga makab-ot nako ang akong mga pangandoy. Nakat-on ko nga ang gugma ug suporta makapabag-o sa kinabuhi sa usa ka tawo. Mao nga dako kaayo akong pasalamat sa akong bana ug sa akong ALS teachers nga wala mohunong sa pagtabang nako.*

(They were my greatest support throughout my entire ALS journey. My husband was the one who gave me strength and hope every day. Their understanding and assistance gave me peace of mind in my studies. My ALS teachers guided me through my lessons with patience and dedication. I learned that the support of family and teachers is very important to achieving success. My husband constantly encouraged me not to give up despite the difficulties. Sometimes my situation was tiring and challenging, but their presence gave me strength. My teachers believed in my abilities even when I struggled with learning. I learned that studying is never easy, but it is possible when you have support. Their guidance helped me better understand the lessons. My family inspired me to keep going. I viewed every daily hardship as a challenge that needed to be overcome. Because of them, I became more confident that I could achieve my dreams. I learned that love and support can change a person's life. That is why I am deeply grateful to my husband and my ALS teachers, who never stopped helping me.)

Alike, informant 5 clarified that: *My parents and the encouragement of my teachers. Sila ang akong pinaka dakong suporta sa tibuok akong ALS journey. Ang akong mga ginikanan mao ang naghatag nako og kusog ug inspirasyon nga magpadayon sa akong pagtuon. Ilang gugma ug sakripisyo nagdasig nako nga dili mo-undang bisan pa sa kalisod. Ang akong mga teachers pud naghatag nako og encouragement ug giya sa matag lesson. Nakat-on ko nga ang suporta sa pamilya ug teachers importante kaayo sa kalampusan sa usa ka estudyante. Kada adlaw nga kalisod akong giisip nga hagit nga kinahanglan nako malampasan. Ang akong ginikanan kanunay nga nagtuo sa akong abilidad bisan pa sa akong mga kakulangan. Ang akong mga teachers nagpakita og pasensya ug pagsabot sa akong sitwasyon. Nakat-on ko nga dili gyud sayon ang pag-eskwela, pero posible*

basta naa kay suporta. Ilang encouragement naghatag nako og kusog sa mga panahon nga gusto na ko mo-undang. Ang akong pamilya maoy nagahatag nako og paglaum nga makab-ot nako ang akong mga pangandoy. Kada kalampusan nako, ilang kalipay nagahatag usab nako og inspirasyon. Nakat-on ko nga ang gugma ug suporta makapalig-on sa usa ka tawo. Tungod nila, mas nisalig ko sa akong kaugalingon ug sa akong kinabuhi. Mao nga dako kaayo akong pasalamat sa akong parents ug teachers nga walay hunong sa pagtabang nako.

(They were my greatest support throughout my entire ALS journey. My parents were the ones who gave me strength and inspiration to continue my studies. Their love and sacrifices motivated me not to give up despite the difficulties. My teachers also provided me with encouragement and guidance in every lesson. I learned that the support of family and teachers is very important to a student's success. I considered every daily hardship as a challenge that I needed to overcome. My parents always believed in my abilities despite my limitations. My teachers showed patience and understanding toward my situation. I learned that education is never easy, but it is possible when you have support. Their encouragement gave me strength during times when I wanted to give up. My family gave me hope that I could achieve my dreams. Every success I achieved brought them joy, which in turn inspired me even more. I learned that love and support can strengthen a person. Because of them, I became more confident in myself and in my life. That is why I am deeply grateful to my parents and teachers who never stopped helping me.)

In the same vein, informant 7 confirmed that: I keep striving to graduate and build a successful future for myself. With the support of my family and teachers. *Bisan paman sa mga kalisod na akong na-experienced, nakat-on ko nga ang kalisod dili mahimong rason aron mo-undang sa pangandoy. Ang akong pamilya maoy nagahatag nako og kusog ug inspirasyon sa matag adlaw. Ilang gugma ug pagdasig nagtabang nako nga magpadayon bisan kapoy ug lisod ang sitwasyon. Ang akong mga teachers usab naghatag og giya ug pasensya sa akong pagtuon. Nakat-on ko nga ang suporta sa pamilya ug teachers dako kaayo og papel sa kalampusan sa usa ka estudyante. Kada hagit nga akong maagian, akong giisip nga leksyon nga magpalig-on nako. Bisan pa sa kakapoy, nagpadayon gihapon ko kay naa koy tumong sa kinabuhi. Ang akong mga pangandoy mao ang nagahatag nako og kusog nga magpursige. Nakat-on ko nga ang kalampusan makab-ot pinaagi sa paningkamot ug suporta sa mga tawo nga nagtuo nimo. Mao nga padayon ko sa akong ALS journey hangtod makab-ot nako ang akong mga pangandoy.*

(Despite the difficulties I experienced, I learned that hardships should not become a reason to give up on my dreams. My family is the source of my strength and inspiration every day. Their love and encouragement helped me keep going even when the situation was exhausting and difficult. My teachers also provided guidance and patience throughout my studies. I learned that the support of family and teachers plays a very important role in a student's success. Every challenge I encounter, I consider a lesson that makes me stronger. Despite the fatigue, I continue because I have goals in life. My dreams are what give me the strength to persevere. I learned that success can be achieved through hard work and the support of people who believe in you. That is why I continue my ALS journey until I achieve my dreams.)

Relatedly, informant 8 proved that: I won't take the credit alone, because I didn't achieve this by myself. My teachers and my parents supported me along the way. *Nakat-on ko nga ang kalampusan dili gyud makuha sa usa lang ka tawo, kundili pinaagi sa tabang ug suporta sa uban. Ang akong mga ginikanan naghatag nako og kusog, gugma, ug pagdasig sa tibuok akong pagtuon. Ilang sakripisyo mao ang nag-inspire nako nga magpadayon bisan pa sa kalisod sa kinabuhi. Ang akong mga teachers usab naggiya ug nagtuo sa akong abilidad bisan sa akong mga kakulangan. Nakat-on ko nga ang pasensya ug pagpaningkamot importante kaayo sa pag-abot sa tumong. Kada adlaw nga kalisod akong giisip nga leksyon nga magpalig-on nako isip estudyante ug tawo. Bisan pa sa mga hagit, nagpadayon gihapon ko kay naa koy mga tawo nga nagtuo nako. Ilang suporta naghatag nako og paglaum nga makab-ot nako ang akong mga pangandoy. Mao nga dako kaayo akong pasalamat sa akong parents ug teachers nga walay hunong sa pagtabang nako. Ug tungod nila, nakahuman ko sa akong ALS journey nga puno sa kalipay ug paglaum.*

(I learned that success is not achieved by one person alone, but through the help and support of others. My parents gave me strength, love, and encouragement throughout my studies. Their sacrifices inspired me to keep going despite life's difficulties. My teachers also guided me and believed in my abilities despite my limitations. I learned that patience and hard work are very important in achieving one's goals. I considered every daily hardship as a lesson that strengthened me as a student and as a person. Despite the challenges, I continued because I had people who believed in me. Their support gave me hope that I could achieve my dreams. That is

why I am deeply grateful to my parents and teachers who never stopped helping me. And because of them, I was able to complete my ALS journey filled with joy and hope.)

God. This theme constitutes that the successful ALS graduates relied on God throughout the program. This meant that as they faced different challenges in their education, successful ALS graduates relied on God for strength, guidance, and comfort. When things got tough, like when they were having money problems, school stress, or personal responsibilities, they prayed and thought about their faith to obtain peace and comfort. They always turn to God as the source of purpose and help them surpassed difficult times as informant 6 mentioned that:

God was my greatest support. My children stood by me with love and encouragement and my ALS teachers also guided and inspired me to continue. *Wala gyod koy laing masampit kundi Siya ra. Sa matag kalisod nga akong naagian, Siya ang akong gisaligan ug giampoan. Nakat-on ko nga ang pagtuo sa Ginoo makahatag og kalinaw sa hunahuna bisan lisod ang sitwasyon. Ang akong mga anak mao ang nagahatag nako og kusog ug inspirasyon nga magpadayon. Ilang gugma ug pagdasig nagtabang nako nga dili mo-undang sa akong mga pangandoy. Ang akong ALS teachers naghatag usab og giya ug pasensya sa akong pagtuon. Nakat-on ko nga ang suporta sa pamilya ug teachers dako kaayo og papel sa kalampanan. Kada adlaw nga kalisod akong giampo sa Ginoo ug ginasalig Kaniya ang tanan. Ilang presensya ug tabang naghatag nako og paglaum nga makaya nako ang tanan nga hagit. Bisan pa sa kakapoy ug problema, nagpadayon gihapon ko kay naa koy pagtuo ug suporta. Mao nga dako kaayo akong pasalamat sa Ginoo, akong mga anak, ug akong ALS teachers nga nagtabang nako hangtod sa katapusan.*

(I had no one else to turn to but Him. In every difficulty I faced, He was the One I trusted and prayed to. I learned that faith in the Lord can bring peace of mind even in difficult situations. My children are the ones who give me strength and inspiration to keep going. Their love and encouragement helped me not to give up on my dreams. My ALS teachers also provided guidance and patience throughout my studies. I learned that the support of family and teachers plays a very important role in achieving success. Every day, I prayed to the Lord about my struggles and entrusted everything to Him. Their presence and support gave me hope that I could overcome all challenges. Despite the exhaustion and problems, I continued because I had faith and support. That is why I am deeply grateful to the Lord, to my children, and to my ALS teachers who helped me all the way until the end.)

In what ways do ALS graduates apply the knowledge and skills they gained from the program in their daily lives, work, or further education?

This section presents the results of the 3rd major research question; In what ways do ALS graduates apply the knowledge and skills they gained from the program in their daily lives, work, or further education? Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the ways ALS graduates apply the knowledge and skills they gained from the program in their daily lives, work, or further education.

Applied Skills and Knowledge Gained from ALS : The themes in this section came from the specific research question 3.1 ‘After completing ALS, how did you apply the skills or knowledge you gained?’ The responses generated four emerging themes namely: use to proceed in college and scholarship opportunities, used in workplace and daily task, used to support family, used in becoming more confident and effective employee, used to explore new opportunities and skills and achieved personal goals.

Use to Proceed in College and Scholarship Opportunities. This theme suggests that the successful ALS graduates applied the skills and knowledge they gained to proceed to college and pursue scholarship opportunities. It implied that successful ALS graduates applied the skills and knowledge they gained from the program as they transitioned to college and pursued scholarship opportunities, suggesting the lasting impact of their ALS experience. The foundational competencies they developed enabled them to adapt to the academic demands of higher education, informant 5 declared that:

Pagkahuman nako sa ALS nangita dayun kog trabaho aron maka padayon ko sa akong pag-eskwela. I also continued studying as a scholar in a nursing course. I applied for a scholarship using the knowledge I gained from ALS. I was able to finish my studies with the help of ALS and the scholarship I applied for. Nakat-on ko

nga ang disiplina ug paningkamot importante kaayo sa pag-abot sa akong mga pangandoy. Ang akong kasinatian sa ALS nakatabang nako nga mas masaligon sa pag-apply ug scholarship.

(After completing ALS, I immediately looked for a job so that I could continue my education. I also continued studying as a scholar in a nursing course. I applied for a scholarship using the knowledge and skills I gained from ALS. I was able to complete my studies with the help of ALS and the scholarship I received. I learned that discipline and hard work are very important in achieving my dreams. My experience in ALS helped me become more confident in applying for scholarships and pursuing further education.)

Relatedly, informant 6 corroborated that: ALS taught me discipline, patience, and perseverance. These skills help me continue my education in college despite many hardships. I applied what I learned not only in school but also in my daily life as a mother and provider. *Nakat-on ko nga ang disiplina sa oras importante kaayo sa pagbalanse sa akong responsibilidad. Ang pasensya nakatabang nako nga dili dali mo-undang bisan pa sa mga kalisod. Ang akong pagpaningkamot nagdala nako sa mas dagkong oportunidad sa kinabuhi.*

(I learned that time discipline is very important in balancing my responsibilities. Patience helped me avoid giving up easily despite the challenges I faced. My hard work has led me to greater opportunities in life).

Informant 7 also revealed that: *Nagpadayon gihapon ko sa pagtrabaho samtang nag-eskwela ko sa college, taking up Criminology. Dili dali ang akong naagian because I still had to support myself og nag-sige kog uli kay naga serbisyo ko isip isa ka barangay councilor sa among barangay. Lisod kaayo ang pagbalanse sa akong oras isip estudyante ug opisyal sa barangay. Usahay kulang ang tulog pero gipili gihapon nako nga magpadayon sa akong pagtuon. Nakat-on ko nga ang sakripisyo kinahanglan gyud aron makab-ot ang mga pangandoy sa kinabuhi. Ang akong determinasyon naglig-on tungod sa akong responsibilidad sa pamilya ug komunidad. Mao nga bisan kapoy ug lisod, nagpadayon gihapon ko sa akong pag-eskwela ug pagserbisyo.*

(I continued working while studying in college, taking up Criminology. What I went through was not easy because I still had to support myself, and I frequently traveled home because I was serving as a barangay councilor in our community. Balancing my time as a student and a barangay official was very difficult. There were times when I lacked sleep, but I still chose to continue my studies. I learned that sacrifice is necessary in order to achieve one's dreams in life. My determination grew stronger because of my responsibilities to my family and community. That is why, despite the exhaustion and difficulties, I continued both my education and my service to the community.)

Used in Workplace and Daily Task. This theme suggests that the successful ALS graduates applied the skills and knowledge they gained to learn skills in workplace and daily task. It indicated that the successful ALS graduates applied the skills and knowledge they gained from the program in the workplace, including communication, task management, and confidence in dealing with people. They developed the ability to express themselves clearly, actively listen, and interact with colleagues and officials in a considerate manner, which is essential for maintaining a positive work environment, informant 1 articulated that. *Gigamit nako ang akong skills sa pagtrabaho aron makahatag og suporta sa akong pamilya. Nakat-on ko nga ang disiplina ug paningkamot importante kaayo sa kalampusan. Ang akong kahibalo sa ALS nakatabang nako nga mas maging confident sa pag-atubang sa mga responsibilidad. Gigamit nako ang akong natun-an aron mas mapauswag ang akong kinabuhi ug trabaho. Nakat-on ko nga ang edukasyon dili matapos sa eskwela kundi magpadayon sa tinuod nga kinabuhi. Mao nga ang ALS dako kaayo og tabang sa akong personal ug professional nga pag-uswag.*

(I used my skills at work to provide support for my family. I learned that discipline and hard work are very important for success. The knowledge I gained from ALS helped me become more confident in handling my responsibilities. I applied what I learned to improve both my life and my work. I learned that education does not end in school but continues in real life. That is why ALS has been a great help in my personal and professional growth.)

Also, informant 2 confirmed that: After completing ALS, how did you apply the skills or knowledge you gained? I was able to finish and achieve my dreams. *Gipraktis nako ang akong mga natun-an sa tinuod nga kinabuhi ug trabaho. Nakat-on ko unsaon pag-manage sa akong oras ug responsibilidad nga makatabang sa akong adlaw-adlaw nga buluhaton.*

(I applied the things I learned in real life and at work. I learned how to manage my time and responsibilities, which helped me in my daily tasks and activities.)

Also, informant 6 confirmed that: *Gigamit nako ang akong mga natun-an sa ALS sa akong adlaw-adlaw nga mga desisyon. Mao nga mas nagkalig-on ko isip estudyante, inahan, ug usa ka tawo nga adunay mga pangandoy.*

(I applied what I learned in ALS to my everyday decisions. Because of this, I became stronger as a student, a mother, and as a person with dreams and aspirations.)

Exploring New Opportunities. This theme suggests that the successful ALS graduates applied the skills and knowledge they gained in exploring new opportunities. It showed that successful ALS graduates applied the skills and knowledge they gained from the program to explore new opportunities that would improve them personally and professionally. With improved literacy, critical thinking, and problem-solving skills, they became better equipped and more confident in seeking out possibilities they had not known about in the past. Maybe pursuing further education, applying for jobs, starting a business, or working in public services; they used what they learned in ALS to make informed decisions and take action as informant 8 hinted that:

I used ALS as a steppingstone to introduce myself to other fields. At ALS, I didn't only learn academics, but also gained skills through various trainings, *tungod sa ALS naa sad me mga activities og trainings nga gina apilan which is dako kaayog tabang aron naa koy skills na mahibal-an. I learned how to communicate with others and my self-confidence was boosted. Nakat-on ko nga ang ALS dili lang para sa academic knowledge kundi para usab sa life skills. Ang mga trainings nakatabang nako nga mas masaligon ko sa pag-atubang sa ubang tawo. Gigamit nako ang akong natun-an sa pag-apply sa trabaho ug sa akong daily life. Nakat-on ko unsaon pag-work with others pinaagi sa group activities sa ALS. Ang akong communication skills ni-improve tungod sa constant practice ug interaction. Mas na-develop usab ang akong leadership skills pinaagi sa mga tasks ug responsibilities. Ang akong self-confidence nagdako kay na-expose ko sa lain-laing sitwasyon. Mao nga ang ALS dako kaayo og tabang sa akong personal ug professional nga pag-uswag.*

(Because of ALS, we also participated in various activities and training programs, which were a great help in developing new skills. I learned how to communicate with others, and my self-confidence was greatly boosted. I learned that ALS is not only about academic knowledge but also about developing life skills. The training programs helped me become more confident in dealing with other people. I applied what I learned when applying for jobs and in my daily life. I learned how to work with others through group activities in ALS. My communication skills improved because of constant practice and interaction. My leadership skills were also developed through the tasks and responsibilities assigned to us. My self-confidence grew because I was exposed to different situations and experiences. That is why ALS has been a great help in my personal and professional growth.)

Achieved Personal Goals. This theme suggests that the successful ALS graduates applied the skills and knowledge they gained in achieving personal goals. It showed that successful ALS graduates applied the skills and knowledge they gained from the program to achieve their personal goals. Using their acquired knowledge as a tool for self-improvement and transformation of life. They also developed essential competencies, such as critical thinking, communication, and problem-solving, to make informed decisions and take purposeful actions toward their aspirations by way of, informant 4 asserted that:

To always remember my goal in life and continue what I have started. *Mao kini ang nagahatag nako og kusog nga magpadayon bisan pa sa mga kalisod. Nakat-on ko nga importante kaayo ang pag-focus sa imong mga pangandoy. Kada adlaw ginapahinundoman nako ang akong kaugalingon kung unsa ang akong tuyo sa kinabuhi. Ang pagpadayon bisan kapoy na nagdala nako sa mas dagkong kalampusan. Nakat-on ko nga ang kalampusan dili makuha kung mohunong ka sa tunga. Ang akong determinasyon naglig-on tungod sa akong klarong tumong sa kinabuhi. Gigamit nako ang akong mga natun-an aron dili ko mawala sa akong gi-start. Mao nga padayon ko sa pagpaningkamot hangtod makab-ot nako ang akong mga pangandoy.*

(This is what gives me the strength to keep going despite the difficulties. I learned that it is very important to stay focused on your dreams. Every day, I remind myself of my purpose in life. Continuing even when I am already tired has led me to greater achievements. I learned that success cannot be attained if you stop halfway. My determination grew stronger because of my clear goals in life. I applied what I had learned so that I would not lose sight of what I had started. That is why I continue to work hard until I achieve my dreams.)

Moreover, informant 5 affirmed that:

Gigamit nako ang akong kahibalo aron makab-ot ang mas maayong kaugmaon. Bisan pa sa mga kalisod, nagpadayon ko kay naa koy tumong sa kinabuhi. Mao nga dako kaayo akong pasalamat sa ALS nga naghatag nako og ikaduhang oportunidad.

(I used my knowledge to achieve a better future. Despite the difficulties, I continued because I have goals in life. That is why I am deeply grateful to ALS for giving me a second opportunity.)

Ways ALS Influenced Work, Family, or Further Education : The themes in this section came from the specific research question 3.2 ‘How ALS influenced your work, family life, or further education?’ The responses generated four emerging themes namely: help to proceed higher education, get scholarship, and achieving stable job, becoming a role model and developing responsibility in family and building confidence and knowledge.

Help to Proceed Higher Education, get Scholarship, and Achieving Stable Job. This theme constitutes the ways ALS influenced work, family, or further education that the successful ALS graduates in proceeding higher education, getting scholarship, and achieving stable job. It exhibited that the Alternative Learning System (ALS) influenced the work, family life, and further education of successful graduates. They shape their paths for universities, scholarship opportunities, and work. More than academic knowledge, it also provides essential life skills that prepare them for the demands of college and employment, both local and global, informant 1 emphasized that:

Dako kaayo og tabang ang ALS sa akong pagka-human sa skwela tungod kay naka-proceed ko sa college, and now I have a stable job compared to before when I was just doing odd jobs. Nakat-on ko nga ang ALS maoy naghatag nako og ikaduhang oportunidad sa kinabuhi. Tungod niini, mas nisalig ko sa akong kaugalingon nga makab-ot ang akong mga pangandoy. Sa akong pamilya, mas nakahatag ko og suporta kay naa na koy mas lig-on nga trabaho. Ang akong kahintang karon mas stable kumpara sa una nga lisod kaayo ang panginabuhi.

(ALS was a great help in enabling me to complete my education because it allowed me to proceed to college, and now I have a stable job compared to before when I was only doing odd jobs. I learned that ALS gave me a second chance in life. Because of this, I became more confident in my ability to achieve my dreams. I am now able to provide greater support for my family because I have a more stable job. My current situation is much more stable compared to before, when making a living was very difficult.)

Likewise, informant 3 approved that: For my future education, ALS gave me the courage to pursue higher learning. It prepared me to enroll in vocational courses and even consider college. The program showed me that education is a lifelong journey and completing ALS was just the beginning of new possibilities.

Similarly, informant 5 affirmed that: ALS has been a huge help. If I hadn’t studied through ALS, I don’t know where I would be now with my job, and my self-confidence wouldn’t have improved. Now, I am confident in my work. *Nakat-on ko nga ang ALS maoy naghatag nako og ikaduhang oportunidad sa kinabuhi.*

(I learned that ALS gave me a second chance in life.)

Alike, informant 6 cited that: Life was still difficult because all my children were studying, and I had to earn money daily just to provide food. I sold suman on campus and worked hard to survive. By God’s grace, I finished college, took the licensure examination for teachers, passed it on my first take and became a teacher. ALS was the foundation of all these achievements. *Ang ALS ang naghatag sa akoa og second chance para makapadayon ko sa college. Nakat-on ko nga ang kalisod mahimong paagi sa kalampanan kung dili ka m-undang. Ang akong kasinatian nagpakita nga ang determinasyon ug paningkamot importante kaayo sa kinabuhi. Nakaamgo ko nga walay imposible basta adunay pagtuo sa kaugalingon ug sa Ginoo. Mao nga dako kaayo akong pasalamat sa ALS nga nag-usab sa akong kinabuhi ug kaugmaon.*

(ALS gave me a second chance to continue my college education. I learned that difficulties could become a pathway to success if you do not give up. My experience showed me that determination and hard work are very important in life. I realized that nothing is impossible if you have faith in yourself and in God. That is why I am deeply grateful to ALS for changing my life and my future.)

Correspondingly, informant 7 expressed that:

ALS has been a big help in what I have learned today. If it weren't for ALS, I probably wouldn't have graduated from college until now. *Nakat-on ko nga ang ALS maoy naghatag nako og ikaduhang oportunidad sa edukasyon. Tungod niini, mas nadasig ko nga magpadayon bisan pa sa mga kalisod sa kinabuhi.*

(I learned that ALS gave me a second chance in education. Because of this, I became more motivated to continue despite the difficulties in life.)

Equally, informant 8 detailed that: After passing ALS, I applied for a scholarship in General Santos for college. My classmates were surprised at how I was able to accelerate because of ALS. Somehow, I used ALS to show them that even though I came from ALS, I could keep up with students who came from formal schooling. *Nakat-on ko nga ang ALS maoy naghatag nako og kusog ug kumpiyansa sa pagpadayon sa akong pagtuon. Tungod sa akong paningkamot, napakita nako nga ang ALS students kaya usab makasabay sa college life. Nakaamgo ko nga ang determinasyon ug disiplina mas importante kaysa sa background sa estudyante. Ang akong scholarship nakahatag nako og oportunidad nga makapadayon sa akong pangandoy. Mao nga dako kaayo akong pasalamat sa ALS nga nag-usab sa akong kinabuhi ug kaugmaon.*

(I learned that ALS gave me strength and confidence to continue my studies. Through my effort, I was able to show that ALS students can also keep up with college life. I realized that determination and discipline are more important than a student's background. My scholarship gave me the opportunity to continue pursuing my dreams. That is why I am deeply grateful to ALS for changing my life and my future.)

Becoming a Role Model and Developing Responsibility in Family. This theme constitutes the ways ALS influenced work, family, or further education that the successful ALS graduates by becoming role models and developing responsibility in family. It showed that the Alternative Learning System influenced the lives of successful graduates by molding their roles within their families and nurturing their sense of responsibility. The ALS program was leading learners to become productive, creative, and positive role models in their families and even in the places where they belong. They demonstrated the value of education, perseverance in completing the program, hard work, and determination, inspiring people in their community to pursue their own goals, informant 3 cited out that: In my family life, ALS influenced me by making me a role model to my children. They saw that even as a parent, I continued my education, and this inspired them to value their own studies. I also became more responsible in managing household tasks and finances because of the discipline I learned in ALS.

Building Confidence and Knowledge and Better Outlook. This theme constitutes the ways ALS influenced work, family, or further education that the successful ALS graduates by building confidence and knowledge. It indicated that the Alternative Learning System influenced the work, family life, and education of successful graduates by building their confidence and expanding their knowledge base. The learners developed academic skills and mastery of various subjects that prepared them for their higher education journey and workplace performance and initiatives. This boost in self-confidence enables them to trust their abilities and productively participate in decision-making, communication, and problem-solving, informant 2 conveyed that:

Dako kaayog tabang ang ALS kay tungod sa ALS I am no longer shy to face my teachers and I have gained more knowledge. Nakat-on ko nga mas importante ang confidence sa pag-atubang sa ubang tawo. Sa una, maulaw kaayo ko pero karon mas open na ko sa pag-communicate. Ang akong kahibalo niuswag tungod sa mga lessons ug trainings sa ALS. Nakatabang usab kini nako nga mas masabtan ang lain-laing sitwasyon sa kinabuhi. Ang akong relasyon sa akong teachers ni-improve kay wala na ko nahadlok mo-ask og tabang. Nakat-on ko nga ang pagtuon dili lang sa libro kundi sa experience usab. Mas nisalig ko sa akong kaugalingon nga makaya nako ang mga challenges. Ang ALS naghatag nako og bag-ong pagtan-aw sa edukasyon ug kinabuhi. Mao nga dako kaayo akong pasalamat kay nausab ang akong panan-aw ug kinabuhi tungod sa ALS.

(ALS has been a great help because through ALS, I am no longer shy in facing my teachers, and I have gained more knowledge. I learned that confidence is more important when dealing with other people. Before, I was very shy, but now I am more open in communicating. My knowledge improved because of the lessons and training in ALS. It also helped me better understand different situations in life. My relationship with my teachers improved because I am no longer afraid to ask for help. I learned that learning is not only from books but also from experience. I became more confident that I can handle challenges. ALS gave me a new perspective on education and life. That is why I am very grateful because my outlook and life changed because of ALS.)

Individually, informant 4 articulated that:

Sukad sa akong pagkahuman sa ALS naa nakoy kumpyansa sa akong kaugalingon. Nakat-on ko nga ang self-confidence importante kaayo sa adlaw-adlaw nga kinabuhi. Mas dili na ko maulaw mo-atubang sa ubang tawo ug sa mga responsibilidad. Gigamit nako ang akong kahibalo sa ALS sa akong trabaho ug sa akong pag-eskwela. Nakatabang kini nako nga mas makadesisyon ug mas makapadayon sa akong mga pangandoy. Nakat-on ko nga ang kalampusan magsugod sa pagtuo sa kaugalingon. Mao nga mas lig-on na ko karon sa pag-atubang sa mga hagit sa kinabuhi. Ug dako kaayo akong pasalamat sa ALS nga nagpalig-on sa akong self-confidence.

(Since I finished ALS, I have gained confidence in myself. I learned that self-confidence is very important in everyday life. I am no longer shy when facing other people and my responsibilities. I applied the knowledge I gained from ALS in my work and studies. It helped me make better decisions and continue pursuing my dreams. I learned that success starts with believing in oneself. That is why I am now stronger in facing life's challenges. And I am very grateful to ALS for strengthening my self-confidence.)

Individually, informant 7 articulated that: *Ang akong kahibalo ug skills niuswag tungod sa mga leksyon ug training nga akong naagian. Nakatabang kini nako nga mas masaligon sa akong kaugalingon ug sa akong abilidad. Nakat-on ko nga ang paningkamot ug disiplina importante kaayo sa kalampusan. Ang ALS naghatag usab nako og kusog nga motuo sa akong kaugalingon. Kung wala ang ALS, lisod kaayo para nako ang pagkabot sa akong mga pangandoy. Mao nga dako kaayo akong pasalamat kay nakatabang kini sa pag-usab sa akong kinabuhi sa positibong paagi.*

(My knowledge and skills improved because of the lessons and training I experienced. This helped me become more confident in myself and in my abilities. I learned that hard work and discipline are very important for success. ALS also gave me the strength to believe in myself. Without ALS, it would have been very difficult for me to achieve my dreams. That is why I am deeply grateful because it helped change my life in a positive way.)

Proudest Accomplishments After Completing ALS : The themes in this section came from the specific research question 3.3 'What accomplishments after ALS are you most proud of?' The responses generated three emerging themes namely: achieving dreams despite hardships and being a parent, gaining confidence and applying knowledge in professional life and being the first ALS graduate in the community.

Achieving Dreams Despite Hardships. This theme constitutes that achieving dreams despite hardships as successful ALS graduates' accomplishments after ALS most proud of. It showed that, after completing the program, successful ALS graduates are most proud of achieving their dream certificates and having their roles as parents recognized as one of their accomplishments. They faced numerous challenges and the demands of raising a family, but they remained determined to complete their education. The responsibilities as parents and learners required sacrifice and strong commitment, and their perseverance brought them to their goals, as informant 1 conveyed that:

I am proud of myself because despite the hardships I was able to finish and achieve my dreams. *Nakat-on ko nga ang kalampusan dili dali makuha, kinahanglan gyud og paningkamot ug disiplina. Ang akong paghuman sa ALS mao ang unang lakang padulong sa akong mga pangandoy. Nakaabot ko sa college ug nakapadayon sa akong pagtuon tungod sa ALS. Nakatabang kini nako nga mas masaligon sa akong kaugalingon ug sa akong abilidad. Ang akong mga kalampusan nagpakita nga ang kalisod dili babag sa kalampusan. Nakat-on ko nga ang pagtuo sa kaugalingon importante kaayo sa kinabuhi. Karon, proud ko nga nakabot nako ang akong mga tumong bisan pa sa daghang pagsulay. Mao nga ang akong ALS journey usa ka dako kaayo nga accomplishment sa akong kinabuhi.*

(I learned that success is not easy to achieve; it requires hard work and discipline. My completion of ALS was the first step toward my dreams. I was able to reach college and continue my studies because of ALS. It helped me become more confident in myself and in my abilities. My achievements show that hardships are not a barrier to success. I learned that believing in oneself is very important in life. Now, I am proud that I was able to achieve my goals despite many challenges. That is why my ALS journey is a very big accomplishment in my life.)

As well, Informant 3 added that: The accomplishment I am most proud of after completing ALS is being able to finish my education despite the challenges of being a working learner and a parent. Passing the ALS assessment gave me confidence that I can achieve my goals no matter how difficult the journey is. *Nakat-on ko nga ang kalisod dili mahimong babag sa kalampusan kung magpursige ka. Ang akong paningkamot isip inahan ug estudyante naghatag nako og kusog ug determinasyon. Nakaamgo ko nga ang edukasyon usa ka importante nga yawi sa mas maayong kaugmaon. Karon, mas proud ko sa akong kaugalingon kay nakab-ot nako ang akong mga pangandoy. Mao nga dako kaayo akong pasalamat sa ALS nga naghatag nako og ikaduhang oportunidad sa kinabuhi.*

(I learned that difficulties cannot become a barrier to success if you persevere. My efforts as a mother and a student gave me strength and determination. I realized that education is an important key to a better future. Now, I am more proud of myself because I was able to achieve my dreams. That is why I am very grateful to ALS for giving me a second chance in life.)

Also, informant 6 narrated that: I am most proud of becoming a teacher. From a mother who once left hopeless, I became someone who now inspires others. Passing LET in one take is proof that faith and perseverance truly pay off. *Ang kalisod sa kinabuhi mahimong rason sa mas dako nga kalampusan. Ang akong panaw nagpakita nga walay imposible basta magpursige ka. Nakaamgo ko nga ang edukasyon dako kaayo og epekto sa kaugmaon sa usa ka tawo. Ang akong kasinatian nagdasig usab sa uban nga dili mo-undang sa ilang mga pangandoy. Karon, proud ko nga nakahatag ko og inspirasyon sa akong mga estudyante ug sa uban. Mao nga dako kaayo akong pasalamat sa Ginoo ug sa tanan nga nisupporta sa akong journey.*

(Difficulties in life can become a reason for greater success. My journey has shown that nothing is impossible as long as you persevere. I realized that education has a great impact on a person's future. My experience also inspires others not to give up on their dreams. Now, I am proud that I have been able to inspire my students and others. That is why I am very grateful to God and to everyone who supported my journey.)

Furthermore, informant 8 recounted that: I am extremely proud to have come from ALS. Being selected as a guest speaker during the ALS graduation ceremony was a truly memorable experience. I am proud of overcoming challenges, proud of my current accomplishments, and I know my parents are proud of me as well. *Ang akong pag-apil isip guest speaker nagpakita sa akong kalampusan ug sa akong paningkamot sa ALS journey. Nakaamgo ko nga ang mga kalisod nga akong naagian nahimo nga kusog aron makab-ot nako ang akong mga pangandoy. Ang akong mga achievements karon naghatag nako og dakong kalipay ug inspirasyon sa uban. Mas nisalig ko sa akong kaugalingon tungod sa akong mga naabot. Ang kalipay sa akong ginikanan naghatag usab nako og dugang nga kusog ug inspirasyon. Mao nga proud kaayo ko nga akong nalatas ang ALS journey ug nakab-ot ang akong mga tumong.*

(My participation as a guest speaker showed my success and effort throughout my ALS journey. I realized that the difficulties I experienced became my strength in achieving my dreams. My achievements now bring me great happiness and serve as an inspiration to others. I have become more confident in myself because of what I have accomplished. The happiness of my parents also gave me additional strength and inspiration. That is why I am very proud that I was able to complete my ALS journey and achieve my goals.)

Gaining Confidence and Applying Knowledge in Professional Life. This theme constitutes gaining confidence and applying knowledge in professional life as successful ALS graduates' accomplishments after ALS most proud of. It demonstrated that gaining confidence and applying their knowledge in the practice of the profession they had chosen is one of the accomplishments that successful ALS graduates are most proud of after completing the Alternative Learning System program. They acquired academic skills and developed self-esteem that allow them to deal with real-life challenges as informant 2 stressed out that:

I am proud of myself because since finishing ALS, I am no longer shy to face people, and I have been able to use my knowledge well as a government employee. *Nakat-on ko nga ang self-confidence dako kaayo og papel sa trabaho ug kinabuhi. Mas masaligon na ko sa pag-atubang sa lain-laing tawo ug responsibilidad. Ang akong kahibalo gikan sa ALS nagtabang nako sa pagperform og maayo sa akong trabaho. Nakat-on ko nga ang paningkamot ug disiplina nagdala og maayong resulta. Karon, mas proud ko kay makita nako ang akong personal ug professional nga pag-uswag. Mao nga dako kaayo akong pasalamat sa ALS nga nag-usab sa akong kinabuhi.*

(I am proud of myself because since finishing ALS, I am no longer shy when facing people, and I have been able to use my knowledge well as a government employee. I learned that self-confidence plays a very important role in work and life. I am now more confident in dealing with different people and responsibilities. The knowledge I gained from ALS has helped me perform well in my job. I learned that hard work and discipline lead to good results. Now, I am even more proud because I can see my personal and professional growth. That is why I am very grateful to ALS for changing my life.)

Informant 5 described that: *Proud ko nga nakahuman ko sa ALS kay kung dili tungod sa ALS wala ko karon kung asa ko. Ang ALS maoy naghatag nako og ikaduhang oportunidad sa kinabuhi. Tungod niini, mas nisalig ko sa akong kaugalingon nga makab-ot ang akong mga pangandoy. Ang akong kahimtang karon nagpakita sa resulta sa akong paningkamot ug sakripisyo. Nakaamgo ko nga ang edukasyon makausab gyud sa kinabuhi sa usa ka tawo. Ang akong pamilya ug teachers dako kaayo og tabang sa akong kalampusan. Karon, mas proud ko kay nakita nako ang kausaban sa akong kinabuhi. Mao nga dako kaayo akong pasalamat sa ALS nga naggiya nako sa mas maayong dalan.*

(I am proud that I finished ALS because without ALS, I would not be where I am today. ALS gave me a second chance in life. Because of this, I became more confident in my ability to achieve my dreams. My current situation shows the results of my hard work and sacrifices. I realized that education can truly change a person's life. My family and teachers greatly helped me achieve success. Now, I am even more proud because I can see the changes in my life. That is why I am very grateful to ALS for guiding me toward a better path.)

Informant 7 admitted that: *Since I graduated, I haven't heard anyone look down on me, and my self-confidence has also been boosted. Ang akong paghuman sa ALS naghatag nako og bag-ong respeto gikan sa ubang tawo ug sa akong kaugalingon. Mas masaligon na ko karon sa pag-atubang sa mga tawo ug sa akong mga responsibilidad. Nakaamgo ko nga ang kalampusan makausab sa paagi sa pagtan-aw sa uban kanimo. Ang akong self-confidence nagdako tungod sa akong mga naabot ug naagian. Karon, mas lig-on na ko sa akong desisyon ug sa akong kinabuhi. Mao nga proud ko kay nakita nako ang positibong kausaban sa akong kaugalingon human sa ALS.*

(Finishing ALS gave me new respect from other people and from myself. I am now more confident in facing people and my responsibilities. I realized that success could change how others see you. My self-confidence has grown because of what I have achieved and experienced. Now, I am stronger in my decisions and in my life. That is why I am proud because I can see the positive changes in myself after ALS.)

Being the First ALS Graduate in the Community. This theme constitutes being the first ALS graduate in the community as one successful ALS graduates' accomplishments after ALS most proud of. It indicated that being the first to graduate in the alternative learning system felt the most meaningful achievement a successful ALS graduate can be proud of. This success carried a strong sense of honor and responsibility, personal success, and a breakthrough for the entire community as informant 4 emphasized that:

I am the first ALS passer here in Maragusan. I am very proud of it. Nakat-on ko nga ang kalampusan mahimong inspirasyon sa ubang tawo. Dako kaayo ang akong kalipay kay napakita nako nga posible ang paghuman bisan sa kalisod. Ang akong achievement naghatag og paglaum sa uban nga ALS learners sa among lugar. Nakaamgo ko nga ang paningkamot ug disiplina makadala gyud og kalampusan. Gipasalamatan nako ang akong mga teachers ug pamilya nga nagsuporta nako. Mao nga dako kaayo akong pasalamat ug garbo sa akong nakab-ot.

(I learned that success can be an inspiration to other people. I am very happy because I was able to show that finishing despite difficulties is possible. My achievement gives hope to other ALS learners in our area. I realized that hard work and discipline can truly lead to success. I am grateful to my teachers and family who supported me. That is why I am deeply thankful and proud of what I have achieved.)

What insights or realizations do ALS graduates identify as most meaningful in their success journey?

This section presents the results of the 4th major research question; What insights or realizations do ALS graduates identify as most meaningful in their success journey? Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the insights or realizations do ALS graduates identify as most meaningful in their success journey.

Insights or Realizations Gained from the ALS Journey: The themes in this section came from the specific research question 4.1 ‘Looking back, what insights or realizations have you gained from your ALS journey?’ The responses generated four emerging themes namely: recognizing ALS as a life-changing opportunity; viewing hardships as lessons and overcoming life challenges through faith and effort; turning impossible dreams into achievable goals; and perseverance and determination as keys to overcoming challenges.

Recognizing ALS as a Life-Changing Opportunity. This theme suggests that successful ALS graduates recognize ALS as a life-changing opportunity. It showed that successful ALS graduates recognized the Alternative Learning System (ALS) as an opportunity that could transform their perspectives on education and life. They considered ALS a second chance, enabling them to rebuild their confidence and rediscover their potential that had once been lost due to life circumstances. What once seemed like a missed opportunity for better employment and personal growth as informant 1 asserted that:

ALS changed my life. I wonder where I would have ended up without it. *Ang ALS maoy naghatag nako og bag-ong direksyon sa kinabuhi. Kung wala kini, basin nagpabilin ra ko sa kalisod ug kawalay kahayag sa kaugmaon. Nakat-on ko nga ang edukasyon mahimong paagi sa pag-usab sa kahintang sa usa ka tawo. Ang akong kasinatian sa ALS naghatag nako og paglaum ug determinasyon nga magpadayon. Nakaamgo ko nga ang mga oportunidad importante kaayo kung atong sakyan ug paningkamutan. Ang ALS nagbukas sa akong mga mata nga dili pa ulahi ang pagtuon ug paglambo. Karon, mas salig na ko sa akong kaugalingon ug sa akong abilidad. Mao nga dako kaayo ang akong pasalamat kay nausab ang akong kinabuhi pinaagi sa ALS.*

(ALS gave me a new direction in life. Without it, I might have remained in hardship and without hope for the future. I learned that education can be a way to change a person's circumstances. My experience in ALS gave me hope and determination to keep moving forward. I realized that opportunities are very important if we take them and work hard for them. ALS opened my eyes to the fact that it is never too late to learn and improve oneself. Now, I have more confidence in myself and in my abilities. That is why I am deeply grateful because my life was transformed through ALS.)

Relatedly, informant 2 proved that:

If it weren't for ALS, I wouldn't have improved myself. *Ang ALS maoy dakong hinungdan sa akong personal nga pag-uswag. Tungod niini, nakakat-on ko sa disiplina, pasensya, ug pagpursige sa kinabuhi. Nakaamgo ko nga ang edukasyon makapausab gyud sa kinaiya ug kahintang sa usa ka tawo. Ang akong self-confidence niuswag tungod sa mga experiences ug challenges nga akong naagian sa ALS. Mas nakaila ko sa akong kaugalingon ug sa akong abilidad sa pag-atubang sa kalisod. Ang mga leksyon nga akong natun-an nagtabang nako sa akong trabaho ug adlaw-adlaw nga kinabuhi.*

(ALS played a major role in my personal growth and development. Because of it, I learned discipline, patience, and perseverance in life. I realized that education can truly transform a person's character and circumstances. My self-confidence improved because of the experiences and challenges I went through in ALS. I came to know myself better and discovered my ability to face difficulties. The lessons I learned have helped me in my work and in my everyday life.)

Informant 5 added that: I realized that if I hadn't studied through ALS, I wouldn't have been able to continue my education or have a job now. That's why I know enrolling in ALS was the right decision. *Ang ALS naghatag nako og ikaduhang oportunidad nga makab-ot ang akong mga pangandoy. Nakat-on ko nga ang edukasyon dako kaayo og epekto sa pag-uswag sa kinabuhi sa usa ka tawo. Tungod sa ALS, nakapadayon ko sa akong pag-eskwela ug nakakita og mas maayong trabaho. Nakaamgo ko nga ang mga desisyon sa kinabuhi importante kaayo sa umaabot nga kahintang. Ang akong pag-enroll sa ALS nagdala nako sa mas lig-on ug mas masaligon nga kaugmaon. Karon, mas nagpasalamat ko kay nakita nako ang kaayohan sa akong pagpili. Mao nga dako kaayo akong pasalamat sa ALS nga nag-usab sa akong kinabuhi sa positibong paagi.*

(ALS gave me a second chance to achieve my dreams. I learned that education has a tremendous impact on improving a person's life. Because of ALS, I was able to continue my studies and find a better job. I realized that the decisions we make in life are very important for our future circumstances. Enrolling in ALS led me to a more stable and confident future. Now, I am even more grateful because I can see the benefits of the choice I made. That is why I am deeply thankful to ALS for changing my life in a positive way.)

Informant 7 further revealed that: *Kung wala ko kahuman og wala ko naka trabaho mo samut og kalisod ang akong kinabuhi og dili ko makatabang sa akong pamilya. Nakaamgo ko nga ang edukasyon dako kaayo og*

papel sa pag-uswag sa kahintang sa kinabuhi. Ang akong pagpaningkamot sa pagtuon naghatag nako og oportunidad nga makakita og trabaho. Tungod niini, nakatabang ko sa akong pamilya sa ilang panginahanglan sa adlaw-adlaw. Nakat-on ko nga ang sakripisyo karon adunay maayong bunga sa umaabot. Ang kalisod nga akong naagian nahimo nga inspirasyon aron magpadayon ko. Karon, mas masaligon ko sa akong kaugalingon nga makasustento ug makatabang sa akong pamilya. Mao nga dako kaayo akong pasalamat nga nakahuman ko ug nakatrabaho.

(If I had not finished my education and had not found a job, my life would have become even more difficult, and I would not have been able to help my family. I realized that education plays a very important role in improving a person's quality of life. My hard work in studying gave me the opportunity to find employment. Because of this, I was able to help my family with their daily needs. I learned that the sacrifices we make today can bear good fruit in the future. The hardships I experienced became an inspiration for me to keep moving forward. Now, I am more confident in my ability to provide for and support my family. That is why I am deeply grateful that I was able to complete my education and secure a job.)

Viewing Hardships as Lessons and Overcoming Life Challenges Through Faith and Effort. This theme suggests that successful ALS graduates viewed hardships as lessons and overcoming life challenges through faith and effort. It showed that successful ALS graduates see challenges as important lessons that help them grow as people and make them more determined to face life's challenges. They have problems, but they choose to see them as opportunities to grow rather than reasons to give up. Their faith gave them hope, patience, and strength when they were unsure or doubted as informant 1 explained that:

I realized that hardships are not hindrance but lessons. Being poor, having many children, and not finishing high school do not define a person's future. With faith in God and hard work, there is always a way forward. Ang akong mga kasinatian nagpakita nga ang kalisod maoy nagtudlo nako sa paglig-on sa akong kaugalingon. Nakat-on ko nga ang kahintang sa kinabuhi dili permanente ug mahimong mausab pinaagi sa paningkamot. Ang akong pagtuo sa Ginoo naghatag nako og kusog ug paglaum sa matag adlaw. Nakaamgo ko nga ang edukasyon ug disiplina importante kaayo sa pag-uswag sa kinabuhi. Bisan pa sa daghang responsibilidad, gipili nako nga magpadayon sa akong mga pangandoy.

(My experiences have shown me that hardships taught me how to become stronger. I learned that life circumstances are not permanent and can be changed through hard work and perseverance. My faith in God gives me strength and hope every day. I realized that education and discipline are very important for improving one's life. Despite having many responsibilities, I chose to continue pursuing my dreams.)

Realizing that Education is for Everyone and as a Way for a Better Future. This theme suggests that successful ALS graduates realize that education is for everyone and as a way for a better future. It indicated that successful ALS graduates realized that education is meant for all, regardless of age, race, or life circumstances. It became a roadmap toward a better future for them and the people they serve. Their own experiences taught them that learning is not limited to conventional classrooms or a specific stage in life, but is an opportunity that can be pursued at any time by anyone willing to pursue it as informant 3 detailed that:

Looking back at my journey, I realized that education is not limited to age, status, or circumstances, it is truly for everyone who is willing to learn. I discovered that perseverance and determination can overcome challenges, and that learning outside the formal classroom can still be meaningful and life-changing. Ang akong kasinatian sa ALS nagpakita nga ang edukasyon para gyud sa tanan, basta willing lang motuon. Nakat-on ko nga bisan unsa pa ka lisod ang kahintang, kung determinado ka, makab-ot nimo ang imong mga pangandoy. Ang pagtuon sa ALS naghatag nako og bag-ong kahulugan sa kahibalo ug pag-uswag. Nakaamgo ko nga ang kalampusan dili base sa edad o kahintang, kundi sa paningkamot ug disiplina sa usa ka tawo. Ang akong journey nagtudlo nako nga ang kalisod mahimong lakang padulong sa kalampusan. Karon, mas nisalig ko sa akong kaugalingon ug sa akong abilidad sa pag-atubang sa kinabuhi. Mao nga ang akong ALS experience usa ka dakong leksyon nga magpabilin nako hangtod sa hangtod.

(My experience in ALS showed me that education is truly for everyone, as long as a person is willing to learn. I learned that no matter how difficult the situation may be, if you are determined, you can achieve your dreams. Studying in ALS gave me a new understanding of knowledge and personal growth. I realized that success is not based on age or circumstances, but on a person's hard work and discipline.

My journey taught me that difficulties can become stepping stones to success. Now, I have greater confidence in myself and in my ability to face life's challenges. That is why my ALS experience is a valuable lesson that I will carry with me forever.)

Informant 8 included that: *Na-realized nako nga dako kaayog factor sa kinabuhi ang makahuman og skwela para sa hayahay og hapsay na kaugmaon. Ang pag-eskwela naghatag gyud og dakong oportunidad sa mas maayong kinabuhi. Nakat-on ko nga ang edukasyon maoy usa sa pinakaimportante nga yawi sa kalampusan. Kung nakahuman ka og skwela, mas daghan ka og oportunidad sa trabaho ug pag-uswag. Nakaamgo ko nga ang paningkamot karon magdala og mas hayahay nga kaugmaon. Ang akong kasinatian nagpakita nga ang kalisod mahimong masayon pinaagi sa edukasyon. Karon, mas gipabilhan nako ang akong nahuman tungod sa kaayohan nga akong naangkon. Nakat-on ko nga ang edukasyon dili lang para sa karon kundi para sa tibuok kinabuhi. Ang akong kahimtang karon nagpakita sa bunga sa akong paningkamot sa pagtuon. Mas nisalig ko sa akong kaugalingon nga makab-ot ang mas maayong kinabuhi. Ang akong pamilya usab nakabenepisyo sa akong nahuman sa eskwela. Mao nga padayon ko nga ginasuportahan ang importansya sa edukasyon sa matag usa.*

(I realized that completing one's education is a major factor in achieving a comfortable and stable future. Education truly provides great opportunities for a better life. I learned that education is one of the most important keys to success. If you finish your studies, you will have more opportunities for employment and personal growth. I realized that the hard work you put in today can lead to a more comfortable future. My experience showed me that hardships can be overcome through education. Now, I value my educational achievement even more because of the benefits I have gained from it. I learned that education is not only for the present but for a lifetime. My current situation reflects the rewards of my hard work in studying. I have become more confident in my ability to achieve a better life. My family has also benefited from my educational attainment. That is why I continue to support and promote the importance of education for everyone.)

Perseverance and Determination as Keys to Overcoming Challenges and Achieve Dreams. This theme suggests that successful ALS graduates turn perseverance and determination as keys to overcoming challenges and achieve dreams. It showed that successful ALS graduates turn impossible dreams into achievable goals by being persistent, strong, and taking advantage of the opportunities the Alternative Learning System program offers. Many of the students who graduated started with doubts. They thought that going back to school or achieving their goals was no longer possible because of the mistakes they had made, their age, and other limitations. But ALS helps them feel better about themselves and reminds them that their dreams are still possible. as informant 2 indicated that:

Nakat-on ko nga ang pagpaningkamot ug determinasyon makadala og positibong kausaban. Mao nga ang ALS dako kaayo og papel sa akong pag-improve isip tawo. Tungod sa ALS, mas nidako ang akong pagsalig sa akong kaugalingon ug mas nahimong bukas ang akong hunahuna sa kahalagahan sa edukasyon. Nakatabang usab kini nako aron mahimong mas responsable, kugihan, ug determinado sa pagkab-ot sa akong mga pangandoy sa kinabuhi. Bisan daghan og hagit nga akong naagian, nakat-on ko nga ang kalisod dili mahimong babag kung adunay kusog nga kabubut-on ug paglaom. Ang ALS nahimong dalan aron mabag-o ang akong kinabuhi ug makahatag og mas maayong kaugmaon para sa akong pamilya.

(I learned that hard work and determination can bring positive change. That is why ALS played a very important role in my growth and development as a person. Because of ALS, my confidence in myself increased, and I became more open-minded about the importance of education. It also helped me become more responsible, hardworking, and determined in achieving my dreams in life. Despite the many challenges I faced, I learned that difficulties cannot become obstacles when there is strong willpower and hope. ALS became a pathway that transformed my life and helped provide a better future for my family.)

Informant 4 included that: Making impossible things into possible by working out my dreams. *Ang akong kinabuhi nagpakita nga ang mga damgo mahimong tinuod kung ikaw magpursige ug magpaningkamot. Nakat-on ko nga ang kalisod dili permanente kung dili ka mo-undang. Kada hagit nga akong naagian naghatag nako og kusog nga magpadayon. Ang akong determinasyon maoy nagtabang nako nga mabuntog ang mga babag sa kinabuhi. Nakaamgo ko nga ang kalampusan magsugod sa pagtuo sa imong kaugalingon ug sa imong mga pangandoy. Ang akong mga sakripisyo karon nagdala og mas maayong kaugmaon para nako ug sa akong pamilya. Karon, mas masaligon ko nga ang imposible mahimong posible pinaagi sa paningkamot ug pagtuo.*

(My life has shown that dreams can come true if you persevere and work hard. I learned that hardships are not permanent if you refuse to give up. Every challenge I faced gave me the strength to keep moving forward. My determination helped me overcome the obstacles in my life. I realized that success begins with believing in yourself and in your dreams. The sacrifices I make today are leading to a better future for me and my family. Now, I am more confident that the impossible can become possible through hard work, perseverance, and faith.)

Ways ALS Change the Perspective about Education and Future : The themes in this section came from the specific research question 4.2 ‘Looking back, what insights or realizations have you gained from your ALS journey?’ the responses generated four emerging themes namely: education and success are possible despite life’s difficulties; education as a pathway to better livelihood and life opportunities; education as an opportunity at any age; and shifting mindset to see greater opportunities and possibilities.

Education and Success are Possible Despite Life’s Difficulties. This theme suggests that successful ALS graduates’ one of the realizations gained from ALS journeys was education and success are possible despite life’s difficulties. It exhibited that successful ALS graduates come to a profound understanding that, despite life’s adversities, education and success are still possible. They faced challenges and initially saw the obstacles as barriers to achieving their dreams and aspirations. However, through perseverance and the opportunities provided by ALS, they realize that these difficulties do not define their future. Instead, they became stronger, determined, and hard workers; they overcame setbacks, and taking the next step was an ideal as informant 3 accentuated that: For my future, I opened my eyes to possibilities that education can bring. It showed me that no matter how difficult life may be, there is always a chance to improve myself and build a better future for my family.

Relatedly, informant 4 confirmed that: It enlightens my mind and gives a new hope. *Ang ALS naghatag nako og bag-ong panan-aw sa kinabuhi ug sa akong kaugmaon. Nakat-on ko nga ang edukasyon makapabago sa hunahuna ug makahatag og paglaum bisan sa lisod nga kahimtang.* (ALS gave me a new perspective on life and my future. I learned that education can transform a person's mindset and provide hope even in difficult circumstances.) ALS gave me a new perspective on life and my future. I learned that education can transform a person's mindset and provide hope even in difficult circumstances. Through ALS, I realized that learning is a powerful tool for personal growth and self-improvement. It helped me see new opportunities and inspired me to pursue a better future. Because of this experience, I became more optimistic, determined, and confident in achieving my goals.

Equally, informant 6 expressed that: *Nakaamgo ko nga ang kalisod dili permanenteng babag sa kalampusan. Tungod sa ALS, mas nisalig ko sa akong kaugalingon ug sa akong abilidad. Ang akong panan-aw sa kinabuhi nahimong mas positibo ug puno sa paglaum. Nakat-on ko nga ang paningkamot ug determinasyon makadala og mas maayong kaugmaon. Karon, mas motivated ko nga magpadayon sa pag-abot sa akong mga pangandoy. Mao nga ang ALS dako kaayo og kausaban sa akong kinabuhi ug sa akong pagtan-aw sa edukasyon.*

(I realized that hardships are not permanent barriers to success. Because of ALS, I became more confident in myself and in my abilities. My outlook on life became more positive and filled with hope. I learned that hard work and determination can lead to a better future. Now, I am more motivated to continue pursuing my dreams. That is why ALS has brought a significant change to my life and to the way I view education.)

Moreover, informant 7 appeared that: It turns out that it is possible to finish school despite life’s difficulties. I am very grateful to the ALS program because it has helped many people graduate, regardless of their different life circumstances. *Nasabtan ko nga ang kalisod sa kinabuhi dili mahimong babag sa pag-abot sa edukasyon. Ang ALS naghatag og ikaduhang oportunidad sa mga tawo nga gusto mopadayon sa pagtuon.*

(I came to understand that life's difficulties should not be a barrier to obtaining an education. ALS provides a second chance for people who want to continue their studies. Through ALS, I learned that determination and perseverance can help overcome challenges in life. It gave me the opportunity to pursue my goals and improve my future. Because of this, I became more hopeful and confident in my ability to achieve success)

Alike, informant 8 communicated: We all have different struggles in life, and the difficulties we face are not the same. We must always remember that despite hardships, if we keep striving, we will reach somewhere. Set our goals and stay focused on them. *Nakaamgo ko nga ang kalisod usa ka normal nga bahin sa kinabuhi nga kinahanglan atubangon. Ang matag tawo adunay kaugalingong panaw ug mga pagsulay nga giagian. Bisan pa*

sa mga hagit, importante nga dili mo-undang ug magpadayon sa pagpangandoy. Ang pag-focus sa tumong makatabang nga dili mawala sa direksyon sa kinabuhi. Nakat-on ko nga ang disiplina ug determinasyon maoy yawi sa kalampusan. Ang akong kasinatian nagpakita nga ang kalampusan makab-ot pinaagi sa paningkamot ug pagtuo sa kaugalingon. Mao nga kinahanglan magpabilin kitang lig-on ug determinado bisan unsa pa ang kalisod.

(I realized that difficulties are a normal part of life that must be faced. Every person has their own journey and challenges to overcome. Despite these hardships, it is important not to give up and to continue pursuing one's dreams. Staying focused on your goals helps you remain on the right path in life. I learned that discipline and determination are key ingredients for success. My experience has shown that success can be achieved through hard work and self-belief. That is why we must remain strong and determined no matter how difficult life may become.)

Education as a Pathway to Better Livelihood and Life Opportunities. This theme suggests that successful ALS graduates' one of the realizations gained from ALS journeys was education as a pathway to better livelihood and life opportunities. It indicated that successful ALS graduates realize that, in their journey, education provided a better living income and broader life opportunities. They gained essential knowledge and skills that were previously denied by the circumstances they were in. Education equipped them with the skills needed for employment, college, and business as informant 1 highlighted:

There has been a change in my life and in the way I earn a living. I used to work with shovel but now I work with pen. Ang akong kinabuhi nagpakita nga ang edukasyon makausab gyud sa trabaho ug sa kaugmaon sa usa ka tawo. Gikan sa bug-at nga trabaho sa pangkalibutanon nga buluhaton, nakapadayon ko karon sa mas sayon ug mas maayong trabaho pinaagi sa kahibalo. Nakat-on ko nga ang paningkamot sa pag-eskwela makadala og bag-ong oportunidad sa kinabuhi. Ang ALS naghatag nako og kahibalo ug kumpyansa nga mag-usab sa akong direksyon sa kinabuhi. Nakaamgo ko nga ang kalampusan dili lang base sa kusog sa lawas kundi sa kahibalo ug disiplina. Karon, mas proud ko kay nakakita ko og mas hayahay ug hapsay nga paagi sa pagkinabuhi.

(My life has shown that education can truly transform a person's career and future. From doing physically demanding labor, I was able to move on to a better and more manageable job through the knowledge and skills I gained. I learned that investing effort in education can open new opportunities in life. ALS provided me with the knowledge and confidence to change the direction of my life. I realized that success is not based solely on physical strength but also on knowledge and discipline. Now, I am proud because I have found a more comfortable and stable way of living.)

Substantiated by informant 3 that: ALS changed my perspective about education by teaching me that it is not just about passing exams, but about gaining skills and values that I can apply in real life. It made me appreciate the importance of lifelong learning and gave me confidence to pursue further studies and opportunities.

Education as an Opportunity at Any Age. This theme suggests that successful ALS graduates' one of the realizations gained from ALS journeys was education as an opportunity at any age. It indicated that successful ALS graduates realize that, in their journey, education provided an opportunity with no age discrimination. It is inclusive of any stage of life. Most of them believed that returning to school was no longer possible. However, their experience with ALS changes this perspective, and the desire to learn and improve oneself has no age limit. While they engaged in the program, they gained confidence and discovered that growth and achievement are still within reach regardless of when they begin as informant 2 highlighted that:

Even at my age, naa pa jud diay koy chance na makahuman og skwela. Nakaamgo ko nga ang edukasyon dili gyud limitado sa edad. Ang ALS nagtudlo nako nga dili pa ulahi ang pagtuon ug pag-abot sa mga pangandoy. Nakat-on ko nga basta adunay determinasyon ug paningkamot, posible gihapon makab-ot ang kalampusan. Ang akong kasinatian naghatag nako og mas dako nga pagtuo sa akong kaugalingon. Bisin daghan og responsibilidad ug kalisod, nagpadayon gihapon ko sa akong pag-eskwela. Karon, mas proud ko sa akong kaugalingon kay napamatud-an nako nga kaya gihapon makab-ot ang mga damgo bisan unsa pa ang edad. Ang importante mao ang willingness nga motuon ug magbag-o sa kinabuhi. Ang akong journey naghatag usab og inspirasyon sa uban nga wala nay paglaum nga makabalik sa eskwela. Mao nga mas nisalig ko karon nga walay imposible kung adunay pagtuo ug paningkamot.

(Even at my age, I realized that I still had a chance to finish my education. I came to understand that education is never limited by age. ALS taught me that it is never too late to learn and achieve one's dreams. I learned that with determination and hard work, success is still possible. My experience gave me greater confidence in myself and my abilities. Despite many responsibilities and challenges, I continued pursuing my education. Now, I am proud of myself because I proved that dreams can still be achieved regardless of age. What matters most is the willingness to learn and improve one's life. My journey has also inspired others who may have lost hope of returning to school. That is why I now believe more than ever that nothing is impossible when you have faith and perseverance.)

Added by informant 6 that: ALS taught me that education has no age limit and no boundaries. It gave me hope when I thought my life was already over. It showed me that a better future is always possible. *Nakat-on ko nga ang edukasyon para gyud sa tanan bisan unsa pa ang edad o kahintang. Ang ALS nagbukas sa akong hunahuna nga dili pa ulahi ang pagtuon ug pagbag-o sa kinabuhi.*

(I learned that education is truly for everyone, regardless of age or life circumstances. ALS opened my mind to the fact that it is never too late to learn and change one's life. It taught me that opportunities for growth and success remain available to those who are willing to pursue them. Through ALS, I gained new knowledge, confidence, and hope for a better future.)

Shifting Mindset to See Greater Opportunities and Possibilities. This theme suggests that successful ALS graduates' one of the realizations gained from ALS journeys was shifting mindset to see greater opportunities and possibilities. It showed that successful ALS graduates understand that changing their way of thinking is important for opening up more opportunities and possibilities in life. Most of them saw their problems and situations as hindrances to reaching their full potential. On the other hand, they slowly learn to see these problems as opportunities for growth rather than obstacles as informant 5 accentuated that:

Because of ALS, my mindset about studying has broadened. I've become more open-minded about the world and the possibilities that can happen. I've realized that I shouldn't limit myself, my goals in life should be higher. *Ang ALS naghatag nako og bag-ong panan-aw nga ang edukasyon usa ka padayon nga proseso sa pagkat-on. Nakat-on ko nga dili dapat ko magpabilin sa akong kahintang sa una, kundili magpursige para sa mas maayong kaugmaon. Ang akong pangandoy karon mas ni-high ug mas klaro tungod sa akong mga natunan. Nakaamgo ko nga ang kalampusan magsugod sa open mind ug willingness nga motuon. Mas masaligon ko karon nga makab-ot nako ang akong mga tumong sa kinabuhi. Mao nga ang ALS dako kaayo og epekto sa akong panan-aw ug direksyon sa kinabuhi.*

(ALS gave me a new perspective that education is a lifelong process of learning. I learned that I should not remain confined to my past circumstances but instead strive for a better future. My dreams and aspirations have become bigger and clearer because of what I learned through ALS. I realized that success begins with an open mind and a willingness to learn. I am now more confident that I can achieve my goals in life. That is why ALS has had a profound impact on my outlook and direction in life.)

What suggestions do ALS graduates offer to improve the implementation and delivery of the ALS program?

This section presents the results of the 5th major research question; What suggestions do ALS graduates offer to improve the implementation and delivery of the ALS program? Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the suggestions do ALS graduates offer to improve the implementation and delivery of the ALS program.

Aspects of ALS That Should Be Kept or Strengthened : The themes in this section came from the specific research question 5.1 'What aspects of ALS do you think should be kept or strengthened?' The responses generated four emerging themes namely: facilities, training, and integration activities for learners; continuous request for government support; flexible learning sessions, supportive and inclusive environment; and continuing and promoting the ALS program.

Facilities, Trainings, and Integration Activities for Learners. This theme indicates that facilities, training, and integration activities for learners as one of the suggestions ALS graduates given to improve the

implementation and delivery of the ALS program. One of the most important things that successful ALS graduates said to improve the program is to enhance facilities, training, and integration activities for learners. They know that much better education can be achieved by having comfortable classrooms, enough learning materials, and access to technology. They also stress the importance of improving their real-world skills for both teachers and students, skills that are useful for jobs and higher education. The integration activities, like group workshops and community service, were also given significance by the graduates as informant 1 portrayed statement that:

More facilities for learners, as well as trainings and integration activities to enhance their knowledge and skills. *Importante usab nga adunay dugang suporta gikan sa gobyerno ug komunidad aron mas daghan pa ang maengganyo nga mopadayon sa ilang pag-eskwela pinaagi sa ALS. Pinaagi sa mga programa ug oportunidad nga makatabang sa ilang personal ug propesyonal nga paglambo, mas mahimong andam ang mga ALS graduates sa pag-atubang sa ilang kaugmaon ug sa pagpangita og mas maayong oportunidad sa kinabuhi.*

(It is also important to have additional support from the government and the community so that more people will be encouraged to continue their education through ALS. Through programs and opportunities that promote personal and professional development, ALS graduates can become better prepared to face their future and pursue better opportunities in life. Such support can empower learners to build their skills, increase their confidence, and improve their chances of achieving long-term success and a better quality of life.)

Informant 8 also affirmed that: Adequate facilities and well-equipped classrooms are necessary to facilitate effective learning. *Importante usab nga adunay kompleto nga mga kagamitan ug komportable nga palibot aron mas makafocus ug makakat-on og tarong ang mga learners. Pinaagi niini, mas mapalambo ang ilang kahibalo, kahanas, ug pagsalig sa kaugalingon nga makatabang kanila isip ALS learners ug graduates sa pag-abot sa ilang mga pangandoy sa kinabuhi.*

(Adequate facilities and well-equipped classrooms are necessary to facilitate effective learning. It is also important to have complete learning resources and a comfortable environment so that learners can focus and learn effectively. Through these provisions, learners can further develop their knowledge, skills, and self-confidence, which will help them as ALS learners and graduates in achieving their goals and aspirations in life. A conducive learning environment plays a vital role in supporting academic success and personal growth.)

Continuous Request for Government Support. This theme indicates continuous request for government support as one of the suggestions ALS graduates give to improve the implementation and delivery of the ALS program. One of the most important things that successful ALS graduates have said to make the program better is to keep asking for strong and long-lasting government support. They know that ALS already offers people many benefits, but it could be even better if it got more funding, better use of its resources, and more attention from policymakers, informant 1 pointed out that:

Teachers should not get tired of requesting support from the government for the ALS program. *Importante kaayo nga padayon nilang ipanawagan ang dugang pondo, pasilidad, ug mga programa nga makatabang sa mga ALS learners ug graduates. Pinaagi sa lig-on nga suporta gikan sa gobyerno, mas mapalambo pa ang kalidad sa edukasyon sa ALS ug mas daghan pa ang matagaan og oportunidad nga makapadayon sa pag-eskwela ug makab-ot ang ilang mga pangandoy sa kinabuhi.*

(It is very important that they continue to advocate for additional funding, improved facilities, and programs that can support ALS learners and graduates. Through strong support from the government, the quality of ALS education can be further enhanced, and more individuals will be given the opportunity to continue their studies and achieve their dreams in life. Sustained investment in ALS can help create greater access to education, empower learners, and contribute to their personal, academic, and professional success.)

Flexible Learning Sessions, Supportive and Inclusive Environment. This theme indicates flexible learning sessions, supportive and inclusive environment as one of the suggestions ALS graduates have given to improve the implementation and delivery of the ALS program. It showed that successful ALS graduates emphasized that making flexible learning sessions is important in creating a supportive environment for making the program work better. They knew there were ALS students that must balance work, family, and other obligations. They need to adjust their schedules, pace, and learning styles to keep them. Moreover, creating a learning space where everyone,

Regardless of age, background, or ability, feels respected, accepted, and encouraged also regarded as significant by graduates as informant 3 stated that: Flexible learning sessions and a supportive environment provided by teachers are very important for ALS learners. *Dako kaayo kini og tabang aron mas komportable ug motivated ang mga learners sa pagpadayon sa ilang pag-eskwela bisan pa man sa ilang mga personal nga responsibilidad ug kalisod sa kinabuhi. Pinaagi sa pagpakita og pagsabot, pasensya, ug suporta sa mga magtutudlo, mas mudako ang pagsalig sa kaugalingon sa mga learners ug mas mahimong epektibo ang ilang pagkat-on.*

(Flexible learning sessions and a supportive environment provided by teachers are very important for ALS learners. These greatly help learners feel more comfortable and motivated to continue their education despite their personal responsibilities and life challenges. Through understanding, patience, and support shown by teachers, learners can develop greater self-confidence and become more effective in their learning. Such a nurturing environment encourages persistence, improves engagement, and helps learners achieve their educational goals.)

Also, informant 4 stressed out that: *Inclusive education and flexible education for all learners are very important tungod kay lahi-lahi ang mga learners sa ALS. Adunay uban nga nagtrabaho, adunay pamilya, ug adunay lain-lain sitwasyon sa kinabuhi nga makaapekto sa ilang pag-eskwela. Mao nga importante nga ang pagtudlo ug mga programa sa ALS mahimong flexible ug makasabot sa ilang panginahanglan. Pinaagi niini, mas daghan ang maengganyo nga mopadayon sa pagtuon ug makab-ot ang ilang mga pangandoy bisan pa sa mga hagit nga ilang giatubang.*

(Inclusive and flexible education for all learners is very important because ALS learners come from different backgrounds and circumstances. Some are working, some have families, and others face various life situations that affect their ability to study. Therefore, it is essential that ALS instruction and programs remain flexible and responsive to their needs. Through this approach, more learners will be encouraged to continue their education and achieve their dreams despite the challenges they face. Inclusive and flexible learning ensures that every learner is given a fair opportunity to succeed and improve their future.)

Informant 8 supplemented that with: Inclusive education should be promoted, considering the diverse backgrounds of ALS learners.

Continuing and Promoting the ALS Program. This theme indicates continuing and promoting the ALS program as one of the suggestions ALS graduates have given to improve the implementation and delivery of the ALS program. Successful ALS graduates strongly recommend that the ALS program continue to be used and actively promoted as a key way to make it more effective and reach more people. They think that a lot of people who could benefit from ALS don't know about its options yet, so it's important to spread the word and raise awareness in the community as informant 5 maintained that:

It's important to inform people about ALS, *kay daghan pa kayo ang wala kabalo kung unsa ang programa sa ALS.*

(because many people still do not know about the ALS program). Through ALS, many individuals are given opportunities to fulfill their dreams.

Informant 4 respectfully affirmed that: ALS should be continued because it gives hope to people who feel forgotten. It reaches those who are willing to fight for a better life despite hardships.

Informant 7 approved that: The program should be further advocated, letting people know how much ALS has helped individuals like me, those who had lost hope of finishing school due to poverty or being older in age.

Recommended Improvements or Changes for the ALS Program : The themes in this section came from the specific research question 5.2 'What improvements or changes would you recommend for the ALS program?' the responses generated three emerging themes namely: facilities, resources, implementation; more livelihood and skills training; and raising awareness and promotion of the ALS program.

Facilities, Resources, and Implementation. This theme indicates that facilities, resources, and implementation as one of the recommendations of ALS graduates given to improve the implementation and delivery of the ALS program. Successful ALS graduates said that the program needs better facilities, resources, and overall implementation. They stressed that having comfortable, well-equipped learning spaces that keep them interested and focused was just as important. Graduates also emphasize the importance of a well-organized implementation, including clear schedules, regular monitoring, and support systems that meet the needs of both students and teachers as informant 1 acknowledged that:

Facilities and implementation of the program. *Importante nga mapalambo pa ang mga learning facilities aron mas komportable ug epektibo ang pagtuon sa mga learners. Ang maayong classrooms ug kompletong learning materials makatabang sa mas sayon nga pagkat-on. Kinahanglan usab nga klaro ug organisado ang pag-implement sa ALS program aron mas efficient ang pagtudlo ug pagkat-on. Nakaamgo ko nga ang kalampusan sa programa nagdepende sa suporta ug kalidad sa serbisyo nga gihatag. Ang regular nga monitoring ug evaluation makatabang aron ma-improve pa ang programa. Importante nga adunay dugang trainings para sa mga teachers aron mas mapalambo ang ilang pagtudlo. Mao nga ang pagpaayo sa facilities ug implementation dako kaayo og epekto sa kalampusan sa ALS program.*

(It is important to further improve learning facilities so that learners can study in a more comfortable and effective environment. Good classrooms and complete learning materials can make learning easier and more engaging. It is also necessary to ensure that the ALS program is implemented in a clear and organized manner to make teaching and learning more efficient. I realized that the success of the program depends greatly on the support provided and the quality of services delivered. Regular monitoring and evaluation can help identify areas for improvement and strengthen the program. It is also important to provide additional training for teachers so they can further enhance their teaching skills and effectiveness. Therefore, improving facilities and program implementation can have a significant impact on the overall success of the ALS program.)

Informant 2 added that: Classrooms and facilities. *Importante nga ang classrooms limpyo, komportable, ug angay para sa pagkat-on sa mga learners. Ang adequate facilities makatabang sa pagpauswag sa focus ug performance sa mga estudyante. Nakaamgo ko nga kung kompleto ang learning materials, mas sayon ang pagsabot sa mga lessons. Ang maayong learning environment makadugang og motivation sa mga learners nga magpadayon. Kinahanglan usab nga mapalambo pa ang accessibility sa mga classrooms ilabi na sa mga learners nga layo ang gipuy-an. Ang gobyerno ug stakeholders kinahanglan magtinabangay aron mas mapalig-on ang ALS facilities. Mao nga ang paghatag og maayong classrooms ug facilities dako kaayo og papel sa kalampusan sa ALS program.*

(It is important that classrooms are clean, comfortable, and suitable for learners' educational needs. Adequate facilities can help improve students' focus, engagement, and overall academic performance. I realized that when learning materials are complete and readily available, it becomes easier for learners to understand their lessons. A positive learning environment can also increase learners' motivation to continue their studies and achieve their goals. It is equally important to improve the accessibility of classrooms, especially for learners who live far from learning centers. The government and other stakeholders should work together to strengthen ALS facilities and provide better support for learners. Therefore, providing quality classrooms and adequate facilities plays a significant role in the success of the ALS program.)

Informant 3 included statement that: For improvements, I would recommend adding more access to learning materials, especially digital and multimedia resources, so learners can study even outside the sessions. More livelihood and skills training should also be included, so that learners not only finish their education but also gain practical skills for work. Strengthening community support and partnerships with local organizations could also make ALS more sustainable.

Informant 6 appended that: More support, learning materials and financial assistance would greatly help learners, especially parents who struggle to balance family, work, and studies. *Importante nga adunay dugang suporta gikan sa gobyerno ug stakeholders aron mas mapagaan ang kahintang sa mga learners. Ang kompleto nga learning materials makatabang sa mas sayon ug epektibo nga pagkat-on. Nakaamgo ko nga daghang ALS learners, ilabi na ang mga ginikanan, naglisod sa pagbalanse sa ilang responsibilidad. Ang financial assistance dako kaayo og tabang aron matabangan sila sa ilang adlaw-adlaw nga panginahanglan samtang nag-eskwela. Kinahanglan usab nga adunay flexible nga programa nga moangay sa sitwasyon sa mga working learners. Ang*

suporta gikan sa komunidad makapadasig sa mga learners nga magpadayon sa ilang pagtuon. Mao nga ang dugang nga suporta ug assistance importante kaayo sa kalampusan sa ALS program.

(It is important to have additional support from the government and stakeholders to help ease the situation of learners. Complete learning materials can make learning easier and more effective. I realized that many ALS learners, especially parents, struggle to balance their responsibilities. Financial assistance is a great help in supporting their daily needs while they continue studying. There should also be flexible programs that fit the situation of working learners. Support from the community can motivate learners to continue their education. That is why additional support and assistance are very important for the success of the ALS program.)

Informant 6 explained that: More support, learning materials and financial assistance would greatly help learners, especially parents who struggle to balance family, work, and studies. *Importante nga adunay dugang suporta gikan sa gobyerno ug stakeholders aron mas mapagaan ang kahimtang sa mga learners. Ang kompleto nga learning materials makatabang sa mas sayon ug epektibo nga pagkat-on. Nakaamgo ko nga daghang ALS learners, ilabi na ang mga ginikanan, naglisod sa pagbalanse sa ilang responsibilidad. Ang financial assistance dako kaayo og tabang aron matabangan sila sa ilang adlaw-adlaw nga panginahanglan samtang nag-eskwela. Kinahanglan usab nga adunay flexible nga programa nga moangay sa sitwasyon sa mga working learners. Ang suporta gikan sa komunidad makapadasig sa mga learners nga magpadayon sa ilang pagtuon. Mao nga ang dugang nga suporta ug assistance importante kaayo sa kalampusan sa ALS program.*

(It is important to have additional support from the government and stakeholders to help ease the situation of learners. Complete learning materials can make learning easier and more effective. I realized that many ALS learners, especially parents, struggle to balance their responsibilities. Financial assistance can greatly help them meet their daily needs while continuing their studies. There should also be flexible programs that suit the circumstances of working learners. Support from the community can encourage learners to continue their education. Therefore, additional support and assistance are very important to the success of the ALS program.)

Informant 7 explained that: There should be more livelihood trainings and better facilities, including classrooms where learners can have proper lessons. *Importante nga ang mga livelihood trainings makatabang sa mga learners nga makakuha og practical skills nga magamit sa trabaho ug panginabuhi. Ang maayong classrooms ug facilities makatabang sa mas komportable ug epektibo nga pagkat-on. Nakaamgo ko nga kung kompleto ang pasilidad, mas motaas ang kalidad sa pagtudlo ug pagkat-on. Ang ALS learners magkinahanglan og lugar nga angay para sa ilang focus ug development. Ang dugang nga trainings makahatag usab og oportunidad sa mga learners nga makab-ot ang ilang mga pangandoy. Kinahanglan nga suportahan kini sa gobyerno ug komunidad aron mas mapalambo pa ang programa. Mao nga ang livelihood trainings ug improved facilities dako kaayo og papel sa kalampusan sa ALS learners.*

(It is important that livelihood training programs help learners acquire practical skills that can be used for employment and daily living. Good classrooms and adequate facilities can contribute to a more comfortable and effective learning experience. I realized that when facilities are complete and well-maintained, the quality of teaching and learning improves. ALS learners need an environment that is conducive to focus, learning, and personal development. Additional training opportunities can also provide learners with greater chances of achieving their goals and aspirations. These initiatives should be supported by the government and the community to further strengthen the program. Therefore, livelihood training and improved facilities play a significant role in the success of ALS learners.)

More Livelihood and Skills Training. This theme indicates more livelihood and skills training as one of the recommendations of ALS graduates given to improve the implementation and delivery of the ALS program. It said that successful ALS graduates suggested adding more skills and livelihood training to make the program work better and be delivered better. They know that academic learning is important, but so are practical skills that help people get jobs, start small businesses, or become self-sufficient, informant 3 call out that: More livelihood and skills training should also be included, so that learners not only finish their education but also gain practical skills for work. Strengthening community support and partnerships with local organizations could also make ALS more sustainable. More livelihood and skills training should also be included, so that learners not only finish their education but also gain practical skills for work. Strengthening community support and partnerships with local organizations could also make ALS more sustainable.

Informant 5 certified that: Learners should be encouraged to continue their studies. Providing more trainings will help them acquire additional skills and increase their self-confidence, aiding their personal growth. *Importante nga padayon silang suportahan ug dasigon aron dili sila mo-undang sa ilang pagtuon. Ang dugang nga trainings makatabang sa pagpalambo sa ilang kahibalo ug abilidad sa lain-laing fields. Nakaamgo ko nga ang self-confidence motubo kung ang learners matagaan og oportunidad nga makakat-on ug makasinati og bag-ong skills. Ang continuous learning makapadayon sa ilang personal ug professional nga pag-uswag. Kinahanglan usab nga ang ALS program magpabilin nga supportive ug motivating para sa tanan learners. Ang paghatag og guidance gikan sa teachers dako kaayo og tabang sa ilang kalampanan. Mao nga ang encouragement ug trainings importante kaayo sa pag-uswag sa mga ALS learners.*

(It is important to continuously support and encourage them so that they will not stop their studies. Additional training can help develop their knowledge and skills in different fields. I realized that self-confidence grows when learners are given opportunities to learn and gain new skills. Continuous learning supports their personal and professional growth. The ALS program should remain supportive and motivating for all learners. Guidance from teachers greatly contributes to their success. Therefore, encouragement and training are very important for the development of ALS learners.)

Besides, informant 7 pointed out that: There should be more livelihood trainings and better facilities, including classrooms where learners can have proper lessons. *Importante nga ang mga livelihood trainings makatabang sa mga learners nga makakuha og practical skills nga magamit sa trabaho ug panginabuhin. Ang maayong classrooms ug facilities makatabang sa mas komportable ug epektibo nga pagkat-on. Nakaamgo ko nga kung kompleto ang pasilidad, mas motaas ang kalidad sa pagtudlo ug pagkat-on. Ang ALS learners magkinahanglan og lugar nga angay para sa ilang focus ug development. Ang dugang nga trainings makahatag usab og oportunidad sa mga learners nga makab-ot ang ilang mga pangandoy. Kinahanglan nga suportahan kini sa gobyerno ug komunidad aron mas mapalambo pa ang programa. Mao nga ang livelihood trainings ug improved facilities dako kaayo og papel sa kalampanan sa ALS learners.*

(Livelihood trainings are important because they help learners gain practical skills that can be used for work and daily living. Good classrooms and facilities also contribute to a more comfortable and effective learning experience. I realized that when facilities are complete, the quality of teaching and learning improves. ALS learners need an environment that is suitable for focus and personal development. Additional training opportunities can also give learners a better chance to achieve their goals and dreams. These efforts should be supported by the government and the community to further improve the program. Therefore, livelihood trainings and improved facilities play a very important role in the success of ALS learners.)

Raising Awareness and Promotion of the ALS Program. This theme indicates raising awareness and promotion of the ALS program as one of the recommendations of ALS graduates given to improve the implementation and delivery of the ALS program. It showed that successful ALS graduates strongly suggest that more people learn about the program and actively promote it to improve it. Schools and local government units could help promote the program. Graduates also say that sharing success stories and testimonials can help others and lessen the stigma around non-traditional education as informant 4 detailed out that:

To raise awareness about the Alternative Learning System (ALS) and its purpose. Because some people don't know what ALS is and how it changes so many lives. *Importante nga ipahibalo sa komunidad ang kahulugan ug kaayohan sa ALS aron mas daghan ang makasabot niini. Ang awareness makatabang aron mas daghan pa ang ma-engganyo nga mopadayon sa ilang pagtuon. Nakaamgo ko nga ang ALS usa ka dakong oportunidad para sa mga tawo nga wala nakahuman sa formal education. Ang pag-share sa mga success stories makatabang sa pag-inspire sa uban nga adunay paglaum pa. Kinahanglan usab nga adunay information drives ug community campaigns aron mas mailhan pa ang programa. Ang gobyerno ug mga teachers kinahanglan magtinabangay sa pagpromote sa ALS. Mao nga ang pag-raise og awareness dako kaayo og tabang sa pagpalapad sa oportunidad sa edukasyon.*

(It is important to inform the community about the meaning and benefits of ALS so that more people can understand it. Awareness can help encourage more individuals to continue their education. I realized that ALS is a great opportunity for people who were not able to finish formal education. Sharing success stories can help inspire others to have hope. There should also be information drives and community campaigns to further promote the program. The government and teachers should work together to promote ALS. Therefore, raising awareness greatly helps expand educational opportunities.)

Informant 8 explained that: Mostly sa mga learners karon naa nay mga pamilya, lisod na ma-priority ang pag-eskwela kay naay pamilya nga mas unahon og atiman. I recommend enhancing efforts to encourage individuals to continue their studies. ALS should be more actively promoted, and people should be informed about how the program can support those who have lost hope of completing their education. *Hinaut nga masabtan sa tanan nga ang edukasyon pwede gihapon mapadayon bisan pa sa daghang responsibilidad sa pamilya. Ang pag-encourage sa mga learners makatabang aron dili sila mawad-an og paglaum sa ilang pagtuon. Nakaamgo ko nga ang ALS usa ka dakong oportunidad alang sa mga gusto makabawi ug makapadayon sa ilang edukasyon. Ang aktibong pag-promote sa programa makatabang aron mas daghan pa ang ma-inform ug ma-inspire. Kinahanglan usab nga adunay flexible learning arrangements nga moangay sa sitwasyon sa mga ginikanan ug working learners. Ang suporta gikan sa komunidad ug gobyerno importante kaayo aron mas mapalambo pa ang ALS.*

(It is hoped that everyone will understand that education can still be continued despite many family responsibilities. Encouraging learners can help prevent them from losing hope in their studies. I realized that ALS is a great opportunity for those who want to make up for lost time and continue their education. Active promotion of the program can help inform and inspire more people. There should also be flexible learning arrangements that suit the situation of parents and working learners. Support from the community and government is very important in further improving ALS.)

Advice for Current ALS Learners on Their Journey : The themes in this section came from the specific research question 5.3 ‘What advice would you give to current ALS learners who are still on their journey?’ the responses generated four emerging themes namely: keep going, pursue dreams, and overcome struggles; manage time wisely, ask for help, and stay motivated; pray, trust god, believe in yourself, and value education; and be proud.

Keep Going, Pursue Dreams, and Overcome Struggles. One of the advice the successful ALS graduates give to the current ALS learners who are still on their journey is to keep going, pursue dreams, and overcome struggles. It showed that successful ALS graduates tell current students to keep going, follow their dreams, and never let problems get in the way of moving forward. They know how hard it can be because they've been there themselves, with money problems, time limits, self-doubt, and outside pressures. But they say that the most important thing is to stick to the plan. Graduates tell students to keep their goals in mind and to remember that everything they do brings them closer to their dreams, as informant 1 advised that:

Keep fighting in life and continue pursuing your dreams. ALS is a way to achieve your dreams, and struggle can be overcome with hard work. *Ayaw gyud pag-undang bisan pa sa mga kalisod nga imong maagian sa kinabuhi. Padayon lang sa pagtuon ug pagpaningkamot kay ang kalampusan dili makuha dayon. Pabilin nga lig-on ug positive bisan pa sa mga pagsulay nga moabot. Tuohi nga ang edukasyon makausab sa imong kaugmaon. Gamita ang imong mga kahintang karon isip inspirasyon aron mas magpursige ka. Ayaw kaulaw mangayo og tabang sa imong pamilya, teachers, ug sa Ginoo. I-focus ang imong kaugalingon sa imong mga goals ug ayaw palabi og hunahuna sa kapakyasan. Hinumdomi nga ang ALS naghatag nimo og ikaduhang oportunidad sa kinabuhi. Kung magpadayon ka ug magtrabaho og maayo, siguradong makab-ot nimo ang imong mga pangandoy. Ang kalampusan moabot sa mga tawo nga dili mo-undang ug motoo sa ilang kaugalingon.*

(Do not ever give up despite the difficulties you encounter in life. Continue studying and working hard because success is not achieved immediately. Stay strong and positive even in the face of challenges that come your way. Believe that education can change your future. Use your current situation as inspiration to push yourself to do better. Do not be ashamed to ask for help from your family, teachers, and God. Focus on your goals and do not dwell too much on failure. Remember that ALS has given you a second chance in life. If you continue to persevere and work hard, you will surely achieve your dreams. Success comes to those who do not give up and who believe in themselves.)

Informant 2 added that: Keep going! *Dili maulaw bisan og feeling nato nga behind nata, because what you are doing is for the good of our future. Knowing nga ang ALS uban sa atong gobyerno anaa permi aron mo support sa atong panginahanglan. Ayaw gyud pag-undang bisan pa ug lisod ang kahintang karon. Ang matag paningkamot nga imong ginabuhay adunay dakong kahulugan para sa imong kaugmaon. Hinumdomi nga ang pagka-“behind” dili permanente kung magpadayon ka sa pagpaningkamot. Ang ALS naghatag og oportunidad sa tanan nga gustong makabawi ug makapadayon sa pagtuon. Pabilin nga positibo ug lig-on sa imong mga*

desisyon sa kinabuhi. Gamita ang suporta sa gobyerno ug ALS isip hagdan padulong sa imong mga pangandoy. Ang imong gipaningkamotan karon para gyud sa mas maayong kaugmaon nimo ug sa imong pamilya.

(Do not be ashamed even if you feel like you are behind, because what you are doing is for the good of your future. Know that ALS, together with the government, is always there to support your needs. Never give up even if your situation is difficult right now. Every effort you make has great meaning for your future. Remember that being “behind” is not permanent if you continue to strive. ALS provides opportunities for everyone who wants to make up for lost time and continue their education. Stay positive and firm in your decisions in life. Use the support of the government and ALS as a steppingstone toward your dreams. What you are working hard for now is truly for a better future for you and your family.)

Informant 3 appended that: *Akong ma advice sa mga current learners kay never give up, even when challenges come. Always remember that education is a lifelong journey and ALS is your second chance to reach your dreams. Manage your time wisely, ask for help when needed, and stay motivated by thinking about the future you want for yourself and your family. Pabilin nga lig-on ug ayaw gyud pag-undang bisan pa ug lisod ang sitwasyon. Ang mga pagsulay mahimong leksyon nga magpalig-on sa imong kinabuhi. Tuohi nga ang paningkamot ug disiplina makadala gyud og kalampusan. Ayaw kaulaw mangayo og tabang sa imong teachers ug sa imong pamilya kay dako sila og papel sa imong pag-uswag. Hinumdomi nga ang matag gamay nga lakang paingon sa imong pangandoy importante kaayo. Padayon lang sa pagtuon ug pagdamgo og dako para sa imong kaugmaon.*

(My advice to current learners is to never give up, even when challenges come. Always remember that education is a lifelong journey, and ALS is your second chance to reach your dreams. Manage your time wisely, ask for help when needed, and stay motivated by thinking about the future you want for yourself and your family. Stay strong and never stop even if the situation is difficult. Challenges can become lessons that strengthen your life. Believe that hard work and discipline can truly lead to success. Do not be ashamed to ask for help from your teachers and your family because they play a big role in your progress. Remember that every small step toward your dreams is very important. Keep studying and keep dreaming big for your future.)

Informant 4 validated that: *Keep on dreaming and striving for the better future. Ayaw gyud undang sa pagdamgo bisan pa sa mga kalisod nga imong maagian sa kinabuhi. Ang imong mga pangandoy mahimong tinuod kung magpabilin ka nga lig-on ug determinado. Ang pagpaningkamot adlaw-adlaw mao ang yawi sa mas maayong kaugmaon. Tuohi nga ang matag sakripisyo karon adunay dakong bunga sa umaabot. Ayaw kahadlok sa mga pagsulay kay kini magpalig-on sa imong kinaiya ug kapasidad. Padayon sa pagtuon, pagtrabaho, ug pagtuo sa imong kaugalingon. Ang kalampusan moabot sa mga tawo nga dili mo-undang ug padayon nga nagdamgo.*

(Never stop dreaming despite the hardships you encounter in life. Your dreams can become reality if you remain strong and determined. Daily hard work is the key to a better future. Believe that every sacrifice you make today will bring great rewards in the future. Do not be afraid of challenges because they will strengthen your character and abilities. Continue studying, working, and believing in yourself. Success comes to those who do not give up and continue to dream.)

Informant 5 also confirmed that: *Despite the struggles and challenges in life, you should keep moving forward, because finishing school brings satisfaction and allows you to work properly. Dili angay mohunong bisan pa ug daghan kag giatubang nga kalisod sa karon. Ang pagpadayon sa pagtuon makahatag nimo og mas lig-on nga kaugmaon. Importante nga magpabilin kang determinado ug focused sa imong mga tumong. Ang matag hagit mahimong paagi sa imong pag-uswag isip usa ka tawo. Pabilin nga positibo ug tuohi nga makab-ot nimo ang imong mga pangandoy. Ang edukasyon maoy yawi sa mas maayong oportunidad sa trabaho ug kinabuhi. Mao nga padayon lang sa paglakaw bisan pa sa mga pagsulay nga moabot.*

(You should not stop even if you are facing many difficulties right now. Continuing your education can provide you with a more secure and stable future. It is important to remain determined and focused on your goals. Every challenge can become an opportunity for personal growth and development. Stay positive and believe that you can achieve your dreams. Education is the key to better opportunities in work and in life. Therefore, keep moving forward despite the trials and obstacles that may come your way.)

Informant 6 expanded that: Never give up. Cry if you must, but continue. Pray, trust God, and believe in yourself. Always remember that education is a powerful tool. Learn in order to earn, and never lose hope. *Padayon lang sa pagpaningkamot bisan pa sa mga kalisod nga imong maagian sa kinabuhi. Ang mga pagsulay dili permanente, apan mahimong leksyon nga magpalig-on nimo. Hinumdomi nga ang pagtuo sa Ginoo makahatag og kusog ug paglaum sa matag adlaw. Ang pagtuo sa imong kaugalingon importante aron makab-ot nimo ang imong mga pangandoy. Ang edukasyon magbukas sa daghang oportunidad nga makausab sa imong kaugmaon. Pabilin nga positibo ug determinado bisan pa ug lisod ang situasyon.*

(Keep striving despite the difficulties you may encounter in life. Challenges are not permanent; instead, they can become lessons that make you stronger. Remember that faith in God can provide strength and hope each day. Believing in yourself is important in achieving your dreams and aspirations. Education opens many opportunities that can transform your future. Stay positive and determined even when the situation is difficult.)

Informant 7 contributed that: They should be proud of themselves because, despite the difficulties in life, they still find ways to finish school and change their lives. Keep striving, because life is not always hard, there will come a time when things will go in our favor. *Importante nga i-recognize nila ang ilang kaugalingon nga kalampusan bisan pa sa mga pagsulay nga ilang naagian. Ang pagpaningkamot nga makapadayon sa pag-eskwela usa ka dakong achievement ug dili angay maliit. Nakat-on ko nga ang kalisod temporaryo ra ug mahimong mabuntog pinaagi sa disiplina ug determinasyon. Kinahanglan magpabilin nga lig-on ug positive ang panglantaw sa kinabuhi. Ang matag sakripisyo karon adunay katumbas nga mas maayong kaugmaon. Hinumdomi nga ang kalampusan moabot sa mga tawo nga dili mo-undang ug padayon nga nagtuo sa ilang mga damgo. Mao nga padayon lang sa pagpaningkamot kay ang panahon moabot nga molihok pabor sa atong mga pangandoy.*

(It is important for them to recognize their own achievements despite the challenges they have faced. The effort to continue studying is a significant accomplishment and should never be underestimated. I learned that hardships are only temporary and can be overcome through discipline and determination. It is important to remain strong and maintain a positive outlook on life. Every sacrifice made today contributes to a better future. Remember that success comes to those who do not give up and continue to believe in their dreams. Therefore, keep striving and moving forward, because the time will come when your efforts will lead you closer to achieving your aspirations.)

Informant 8 also shared that: *Kita tanan nay lahi-lahi nga challenges sa kinabuhi, yet it is important to always focus on our goals. Continue persevering, for despite difficulties, we will reach our destination and experience the fulfillment that comes from our hard work. Dapat nga dili ta ma-distract sa mga pagsulay nga moabot sa atong kinabuhi. Ang pag-focus sa atong goals makatabang aron dili ta mawala sa atong direksyon. Nakaamgo ko nga ang kalampusan dili dali, apan makab-ot pinaagi sa padayon nga paningkamot. Ang matag kalisod mahimong leksyon nga magpalig-on sa atong determinasyon. Kinahanglan magpabilin kitang lig-on ug positibo bisan pa sa mga hagit. Ang hard work ug disiplina maoy yawi sa pag-abot sa atong mga pangandoy. Mao nga padayon lang sa pagpaningkamot kay ang kalampusan moabot ra sa hustong panahon.*

(We should not be distracted by the challenges that come into our lives. Focusing on our goals helps us stay on the right path. I realized that success is not easy, but it can be achieved through continuous effort. Every difficulty can become a lesson that strengthens our determination. We must remain strong and positive despite the challenges we face. Hard work and discipline are the keys to achieving our dreams. Therefore, keep striving because success will come at the right time.)

Manage Time Wisely, Ask for Help, and Stay Motivated. One of the pieces of advice the successful ALS graduates give to the current ALS learners who are still on their journey was to manage time wisely, ask for help, and stay motivated. It showed that Successful ALS graduates tell current students that one of the best things they can do is use their time wisely, ask for help when they need it, and stay motivated at all times. They said that you need to plan and balance work, family, and schoolwork. Management time management is so important for staying on track and meeting academic requirements. They also tell students not to be afraid to ask teachers, classmates, or family members for help when they are having trouble. Getting help from other people can make problems easier to deal with, informant 3 detailed out that: Manage your time wisely, ask for help when needed, and stay motivated by thinking about the future you want for yourself and your family.

Pray, Trust God, Believe in Yourself, and Value Education. One of the pieces of advice the successful ALS graduates give to the current ALS learners who are still on their journey was to pray, trust God, believe in yourself, and value education. One of the most heartfelt pieces of advice that successful ALS graduates give to current learners is to pray, trust God, believe in themselves, and truly value education as a life-changing opportunity, informant 4 recounted out that: Pray, trust God, and believe in yourself. Always remember that education is a powerful tool. Learn to earn and never lose hope.

Be Proud. One of the pieces of advice the successful ALS graduates give to the current ALS learners who are still on their journey was to be proud as informant 7 guided: They should be proud of themselves because, despite the difficulties in life, they still find ways to finish school and change their lives. Keep striving, because life is not always hard, there will come a time when things will go in our favor. *Importante nga i-recognize nila ang ilang kaugalingon nga kalampusan bisan pa sa mga pagsulay nga ilang naagian. Ang pagpaningkamot nga makapadayon sa pag-eskwela usa ka dakong achievement ug dili angay maliit. Nakat-on ko nga ang kalisod temporaryo ra ug mahimong mabuntog pinaagi sa disiplina ug determinasyon. Kinahanglan magpabilin nga lig-on ug positive ang panglantaw sa kinabuhi. Ang matag sakripisyo karon adunay katumbas nga mas maayong kaugmaon. Hinumdomi nga ang kalampusan moabot sa mga tawo nga dili mo-undang ug padayon nga nagtuo sa ilang mga damgo. Mao nga padayon lang sa pagpaningkamot kay ang panahon moabot nga molihok pabor sa atong mga pangandoy.*

(It is important for them to recognize their own achievements despite the challenges they have faced. The effort to continue studying is a significant achievement and should not be underestimated. I learned that difficulties are only temporary and can be overcome through discipline and determination. We must remain strong and maintain a positive outlook in life. Every sacrifice made today has a corresponding better future. Remember that success comes to those who do not give up and continue to believe in their dreams. Therefore, keep striving because the time will come when circumstances work in favor of our aspirations.)

IV. DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, conclusions, and recommendations of the study that sought to understand the success stories of ALS graduates. This study was conducted in the municipality of Maragusan, Davao de Oro. Eight successful ALS graduates participated in the study. The researcher identified them based on recommendations from the ALS focal individuals in two districts of Maragusan. Eight informants have undergone the in-depth interview. These sources provided information and data relevant to the phenomenon being studied. Since this study required a thorough investigation and addressed reliability and transferability concerns in qualitative research, it employed a qualitative phenomenological design. In so doing, the researcher would be able to conduct an in-depth investigation through one-on-one interviews and discussions with the research participants and triangulate the data and information through participant observation. For this chapter, the presentation sequence followed the order of the research questions in the interview guide. The discussion was presented in five sections. These sections highlighted the themes, which were the study's results and were corroborated by related literature and studies.

Discussions: The structured themes and the emerging ones therein served as a basis for broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, a substantial discussion was conducted to find their alignment with the theme.

Experiences During the Time in the ALS Program. The emerging themes in this structured theme are rediscovering hope and opportunity through ALS, facing financial struggles and self-support while studying, motivated from seeing others succeed in ALS, sacrificing and balancing of responsibilities, sacrificing and balancing of responsibilities, meaningful and happy and poverty as a motivation to strive. These were the experiences during the time in the ALS program. The finding revealed that rediscovering hope and opportunity through the Alternative Learning System was the common experience of successful ALS graduates. As mentioned, the structured theme Experiences during the time in the ALS Program stressed the program's role as a platform for opportunity, helping people whose education had been stopped get a new chance in their lives and boost self-confidence and a sense of purpose. Informants 6 and 8 have confirmed that, through taking part in this program, they got rid of fear, hopelessness, and self-doubt, and discovered that they were still capable of dreaming. Thus, the ability to develop determination and practical problem-solving skills enabled them to move forward in their lives. Supporting this idea, Tan and Cabaguing (2025) note that ALS not only opens opportunities but also serves as a path towards empowerment and reconstruction of one's aspirations.

Furthermore, many learners faced financial problems while schooling and met their own needs with scarce resources (Zickafoose et al., 2024). Informant 1 admitted that all the difficulties and challenges associated with the situation pushed him to be even more determined to overcome them and succeed. It is supported by the findings of Pascual et al. (2022) research, a study revealed that encountering challenges can reinforce learners, boosting their determination. Besides, watching others achieve in similar situations encouraged them to keep going. Thus, appreciations to their commitment, sacrifice, and perseverance, all learners completed their education despite having to perform multiple roles. Informant 2 stressed that fulfilling various obligations required significant effort; however, they still managed to stay focused on their goals. This observation aligns with the findings of Ucab et al. (2023) and is associated with perseverance and time management skills. At the same time, the educational process benefited from teachers' support and care. It is supported by the ideas of Francisco and Buri (2024).

Challenges Encountered during ALS Journey. The emerging themes in this structured theme are financial difficulties and time management, experiencing social stigma and bullying, and difficulty coping with lessons. These were the challenges encountered during the ALS journey. The finding revealed and support Pascual (2022) that financial difficulties and time management were the common challenges of successful ALS graduates. The structured theme Challenges Encountered during ALS Journey implied that the successful ALS graduates demonstrated great perseverance in achieving their goals despite unstable finances and challenging working conditions. According to Informants 1, 2, and 3, they were successful in managing their time by scheduling their work, family obligations, and academic tasks despite limited financial means and poorly paid jobs (Vismanos et al., 2024). Moreover, they faced sacrifices like insufficiency of money for assessments and small income-generating activities; however, they still persevered despite feeling tired and being pressured. The said situation contributed to their determination in pursuing their goals, which is in accordance with the finding of Victoria (2025) that challenges, including poverty, can help develop perseverance and strong determination to obtain educational objectives.

Additionally, learners have encountered both social and academic problems that could affect their self-confidence and capacity to study. Some of them had encountered negative judgments and bullying due to issues with age and nonconformity in education, as cited from Informant 4. Nevertheless, they made decisions to stay motivated and not give in to discouragement, which resonates with Tabanao's (2025) finding that learners develop resiliency towards societal judgment. On the other hand, some learners had encountered problems in comprehending lessons because of insufficient skills in English and other subjects; specifically, Informant 7 was able to explain how she finds it difficult to follow lesson plans since she had gaps in her basic skills. Nonetheless, learners strive hard to cope with these problems, as noted by Windley (2025).

Moments or Experiences in ALS that Made a Strong Impact. The emerging themes in this structured theme are realizing that age, poverty, and criticism are not barriers to pursuing education and gaining confidence and encouragement from teachers and classmates. These were the moments or experiences in ALS that made a strong impact. The finding supported the idea of Pascual (2022) realizing that age, poverty, and criticism are not barriers to pursuing education was the common experience in ALS that impacted most successful ALS graduates. The structure theme Moments or Experiences in ALS that Made a Strong Impact accentuated that the findings indicate that the ALS learners have turned their difficulties into motivational resources, enabling them to continue moving towards their goals with even more enthusiasm. Indeed, according to informants, financial constraints became an incentive rather than a barrier, motivating them to work on themselves and overcome barriers. Moreover, age ceased to be perceived as a constraint, with informants realizing that it was never too late to start learning, and discouragements only increased perseverance. Thus, through experiencing various difficulties, learners began to believe that anyone can acquire knowledge and skills if motivated enough. Perceiving adversity as a resource enables individuals to change their attitude towards life and to pursue goals continuously (Victoria, 2025).

Another critical factor in the success of ALS graduates was encouragement. Teachers and peers have played an important role in making learners more confident and motivated. As mentioned by Pirro (2024), teachers have shown patience and helped students by providing motivation and guidance, and peers have encouraged learners by sharing experiences, thus reducing insecurities. Furthermore, informants 3 and 4 admitted that encouragement helped them to keep going despite numerous difficulties, enabling learners to feel proud about what they have accomplished. The above evidence demonstrates the importance of creating supportive environments where people are encouraged by teachers and peers, gain confidence, and are thus motivated to achieve academic success (Merdiaty & Sulistiasih, 2024).

Motivation to Continue When Faced with Difficulties in ALS. The emerging themes in this structured theme are to support family and the desire to inspire, inspired by age and the success of older learners, support from teachers and family, determination to continue learning and being self-supporting learner. These were the motivation to continue when faced with difficulties in ALS. The finding revealed that to support family and the desire to inspire are the common motivations of successful ALS graduates. The structured theme Motivation to Continue When Faced with Difficulties in ALS that the family played a pivotal role in encouraging ALS graduates to stay motivated throughout the program and complete ALS. The learners stated that the love, care, support, and motivation they received from their families gave them the strength to pursue ALS completion and aim for a brighter future (Durog, 2025). Such feelings of responsibility and determination enabled them to work hard and serve as good examples to those who rely on them. This finding is supported by Mahinay et al. (2025), who found that affection, responsibility, and the aspiration to motivate others play a significant role in learners' perseverance and dedication to completing ALS.

Additionally, the learners stated that the motivation to pursue ALS also came from watching others within the program. As shown in Informant 2, learners can gain hope and be encouraged to study harder by looking at how some older students succeeded despite all challenges. The learners became more confident and determined after witnessing successful cases and believing that education could be achieved at any age. Similarly, Pimenta-Mendoza (2024) stated that observing the perseverance of other learners fostered hope and motivated one to study. The teachers' guidance was also seen as an important motivator for learners; alongside the emotional support they received from their families. This finding is supported by Nanda (2024), who found that teacher and family support were highly impactful on learners' motivation and persistence. Teachers' support helped the learners gain more knowledge about ALS, and families kept them emotionally engaged in the process. Furthermore, another factor that contributed greatly to the success of ALS graduates was the learners' personal perseverance, self-discipline, and determination. For example, Informant 7 explained that learners were able to overcome work-related stress by working effectively, learning thoroughly, and trying their best despite fatigue. Comings' support this idea (2023), which shows that grit and determination help overcome many problems. Besides, the learners also developed self-reliance by providing for themselves while studying. Such a finding is like that of Zhang and Shakibaei (2025).

Strategies or Coping Mechanisms that Helped to Overcome Challenges. The emerging themes in this structured theme are faith and prayer, seeking support and motivation from family, proper time management and setting goals, practicing self-discipline and journal reflection, practicing self-discipline and journal reflection, work harder, staying positive, optimistic, and grateful and staying grounded in personal goals. These were the strategies or coping mechanisms that helped to overcome challenges. The finding revealed that faith and prayer are the common coping mechanisms that helped to overcome challenges among successful ALS graduates. These results indicate that spirituality acted as a powerful source of support for ALS graduates that ensured their perseverance throughout their education process. Informants 5 and 6 indicated that their constant prayer and reliance on God made them endure the feeling of weariness, confusion, and concern regarding their education process. Consequently, their religious beliefs gave them hope even in the most difficult situations. This finding coincides with the theoretical framework proposed by Rebala et al. (2025) according to which spirituality acts as the key factor that fosters people's hopefulness and persistence in overcoming difficulties associated with stressful conditions. In turn, the presence of supportive peers and family members facilitated learners' motivation since they were encouraged not only by their fellow students but also by their children. In line with Musya's (2023) ideas, seeking external help indicates that people receive both emotional and spiritual support, thereby remaining determined to pursue their goals.

Additionally, the fact that ALS graduates were able to allocate their time and set realistic goals became another critical driver of their success. According to informant 3, setting realistic goals and managing responsibilities helped them remain persistent even when they faced many different problems. This finding is consistent with the results of Vismanos et al. (2024), indicating that the application of proper planning and prioritization strategies is vital for effectively handling potential barriers. In turn, self-discipline and self-reflection can be considered other factors that contributed to the success of ALS graduates. In particular, learners reflected on their lessons after work and did not give up in spite of their weariness, which corresponds to the findings by Spohrer (2024). Finally, the readiness of ALS graduates to make additional efforts, have a positive attitude towards their education process, and focus on their goal acted as an essential driver of their success. According to informants 1 and 2, their perseverance allowed them to gain knowledge, feel personally satisfied, and have a promising future. The latter idea coincides with the theoretical framework proposed by Henke et al. (2022), who indicated that individuals' dedication and willingness to work hard helped them overcome exhaustion and

Optimize their chances of success. At the same time, informants reported that they managed to keep optimistic and thankful to God and thus could handle their financial difficulties, busy schedule, and academic stress.

Sources of Support During the ALS Program. The emerging themes in this structured theme are family, teachers, and personal effort, and God. These were the sources of support during the ALS program. The finding revealed that family, teachers, and personal effort are the common sources of support during the ALS program among successful ALS graduates. Based on the results obtained, those who completed the ALS were able to utilize a synergistic approach involving hard work, family assistance, and teaching. These are in line with the theories of Hassan (2024). The positive attitude, patience, and leadership skills of the teachers, coupled with the emotional and financial support of the families, reinforced the motivation of the learners (Tan et al., 2025). Informants 1-8 revealed that they needed these to finish the program. In addition, belief in God became an essential pillar of power and guidance for them all through their experience with ALS. According to the testimony of Informant 6, belief in God became a source of consolation and gave them hope and motivation even when going through tough times. Consistent with Komariah and Nihayah (2023), their faith kept them motivated and hopeful of academic success.

Applied Skills and Knowledge Gained from ALS. The emerging themes in this structured theme are used to proceed in college and scholarship opportunities, using learned skills in workplace for effective communication, ask management and confidence, exploring new opportunities, and achieved personal goals. The finding revealed that use to proceed in college and scholarship opportunities are the common applied skills and knowledge gained from ALS program among successful ALS graduates (Tabanao, 2025). The structured theme Applied Skills and Knowledge Gained from ALS highlighted that, it can be stated that the success of ALS learners depends significantly on the integration of personal initiative along with support networks provided by family members and teachers. Thus, informants 1-8 stated that they were resilient and persistent because of the encouragement, support, and assistance provided by their family members and educators. This finding corroborates Hassan's (2024) assertion, underscoring that self-effort and positive reinforcement lay a robust foundation for achieving success and cultivating dedication to one's education and personal growth. Faith was another thing that helped students keep going. As learners said, prayer helped them find peace, get help, and get the strength they needed to get through different problems. Moreover, the ALS program became an important platform for learners to pursue further education. Informants 5-7 mentioned that they used the experience and gained knowledge that helped them develop discipline, persistence, and academic competence, enabling them to attend college despite numerous challenges related to finances and personal matters. One informant even admitted that ALS enabled them to become a nursing graduate. Thus, these findings support Tabanao's (2025) position, which claims that most ALS graduates use their skills and abilities to obtain higher education and scholarships. Pascual's (2022) opinion also underscores the importance of ALS, as it develops essential academic skills and teaches students to handle daily tasks effectively.

Additionally, ALS learners were able to apply their competencies in other spheres of life, including work, social interactions, and critical thinking. Thus, informants 2, 3, and 8 claimed that their participation in the ALS program improved their communication skills, increased persistence and discipline, and helped them perform better at work while communicating with others more confidently. The idea articulated by Anderson et al. (2024), role of ALS in cultivating essential skills for life and personal achievement were like the study findings. Additionally, the perspective of Sacabin et al. (2025)'s as learners regarded ALS to investigate diverse opportunities. Finally, based on the statements made by participants in the current investigation, one can claim that ALS enables individuals to achieve their personal goals, supporting Calabit's (2022) position that ALS fosters holistic development.

Ways ALS Influenced Work, Family, or Further Education. The emerging themes in this structured theme help to proceed higher education, get scholarships, and achieve stable job, becoming a role model, developing responsibility in family and building confidence and knowledge. The finding revealed that help to proceed higher education, get scholarship, and achieving stable job are the common applied ways ALS influenced work, family, or further education among successful ALS graduates. The theme Ways ALS Influenced Work, Family, or Further Education displayed that ALS serves as an instrument that transforms lives and helps students succeed in their education and future employment and careers. Indeed, the respondents stated that this program was their first step to acquiring education, scholarships, and jobs. Moreover, the program made them more confident, more responsible, and more determined to continue their education and to be active on the job market. Their stories show that ALS is really useful for gaining new knowledge and becoming professionals, including nurses and licensed teachers.

That confirms Samillano's (2025) claim that ALS has transformative power, making graduates' futures much brighter and more sustainable. At the same time, the program played an important role in changing learners' roles within their families and in developing qualities essential to being family leaders and making the right choices. For example, informant 3 explained that by successfully graduating from the program, they became an example and inspiration for other members of their family, as well as relatives and neighbors. The respondents reported that ALS helped them not only with personal development but also with becoming more responsible and helpful towards their relatives, as they could use their income to support their families. Thus, according to Catacutan (2025), ALS contributes to both individual growth and family development. Furthermore, ALS significantly impacted graduates' personal development by increasing self-respect, acquiring new knowledge, and developing communication skills. For instance, Informants 2 and 4 stated that before attending the program, they had to deal with some fears and worries, and now they have no trouble communicating with others or making decisions. They gained valuable experience that will help them continue studying and working. Additionally, according to Catacutan (2025), ALS encourages people to make positive changes in their lives and become successful individuals.

Proudest Accomplishments After Completing ALS. The emerging themes in this structured theme are achieving dreams despite hardships and being a parent; gaining confidence and applying knowledge in professional life; and being the first ALS graduate in the community. The finding revealed congruency with Tan (2025) that achieving dreams despite hardships and being a parent are the common proudest accomplishments after completing ALS among successful ALS graduates. Consequently, being a graduate of ALS is an important, life-changing experience, as it makes individuals reconsider how they feel about themselves and their possible future. Based on their comments, Informants 1, 2, 3, 5, and 7 emphasize that ALS provided an excellent opportunity to restore their self-confidence, return to studying, and find more work opportunities. The majority of people were convinced they could not do anything due to their situation but later realized there were many opportunities to study and develop their potential. Thus, according to Cartoneros (2024), ALS becomes a turning point in an individual's life, allowing them to change their perspectives and improve. Additionally, ALS helped people see obstacles as opportunities for improvement rather than as barriers to development and progress. All informants mentioned issues such as poverty, family problems, problems with schooling, etc., but none of these stopped them, as the role of faith in God and the constant effort to move towards the aim became the driving force. Based on participants' comments, it can be concluded that the development of an individual's mind and mentality is the main factor enabling them to overcome obstacles and achieve their aims. Boonma's (2025) research supports this idea, suggesting that a positive outlook helps people overcome difficulties and encourages them to move forward.

In the end, both Informants 3 and 8 emphasized that education is the most important factor in achieving success and prosperity. It enables people to acquire the knowledge and skills needed to become more independent and successful. Education's significance is paramount, providing individuals with the opportunity to construct their futures, a sentiment echoed by Informants 3 and 4, who subsequently altered their perspectives on their potential for success. This viewpoint is consistent with Narsico's (2024) research. He posits that the combination of tenacity and education facilitates the attainment of personal objectives and the restoration of self-confidence.

Insights or Realizations Gained from the ALS Journey. The emerging themes in this structured theme are recognizing ALS as a life-changing opportunity; viewing hardships as lessons and overcoming life challenges through faith and effort; turning impossible dreams into achievable goals; and perseverance and determination as keys to overcoming challenges. The finding revealed that recognizing ALS as a life-changing opportunity is the most common insight or realization gained from the ALS journey among successful ALS graduates (Narsico, 2024). From the experiences of ALS graduates, it is evident that success can be achieved despite the hardships people encounter in life, especially if they give themselves another opportunity. Informants 2 and 6 indicated that there are no age limits to learning and that returning to school is possible for everyone, regardless of background or past experiences. What seemed impossible at first became possible for the two informants when they enrolled in the ALS program. It opened doors that they didn't think were possible before. They learned that, even at their age, they could still grow as people and succeed. It aligns with Nodooshan's (2022) argument that the yearning to learn can occur at any age. As well, the ALS program gave the learners a new perspective on their challenges and possible achievements. For example, informant 5 explained that, even though the initial problems they encountered seemed to discourage them from pursuing their dreams, they managed to re-strategize and view those problems as an opportunity for self-development. They became more positive and willing to set higher goals after changing their minds.

The program fostered a mindset that led them to realize they could pursue success, whatever the situation. According to Cartoneros (2024), ALS creates such an environment where people can transform their thinking and adopt positive perspectives towards the problems they face.

Ways ALS Change the Perspective about Education and Future. The emerging themes in this structured theme are education and success are possible despite life's difficulties; education as a pathway to better livelihood and life opportunities; education as an opportunity at any age; and shifting mindset to see greater opportunities and possibilities. The finding revealed that education and success are possible despite life's difficulties is the most common way that ALS changes the perspective about education and the future among successful ALS graduates. From the experiences of ALS graduates, it is evident that success can be achieved despite the hardships people encounter in life, especially if they give themselves another opportunity. Informants 2 and 6 indicated that there are no age limits to learning and that returning to school is possible for everyone, regardless of background or past experiences. What seemed impossible at first became possible for the two informants when they enrolled in the ALS program. It opened doors that they didn't think were possible before. They learned that, even at their age, they could still grow as people and succeed. It aligns with Nodooshan's (2022) argument that the yearning to learn can occur at any age.

Also, the ALS program gave the learners a new perspective on their challenges and possible achievements (Hero, 2022). Informant 5 explained that, even though the initial problems they encountered seemed to discourage them from pursuing their dreams, they managed to re-strategize and view those problems as an opportunity for self-development. They became more positive and willing to set higher goals after changing their minds. The program fostered a mindset that led them to realize they could pursue success, whatever the situation. According to Cartoneros (2024), ALS creates such an environment where people can transform their thinking and adopt positive perspectives towards the problems they face.

Aspects of ALS That Should Be Kept or Strengthened. The emerging themes in this structured theme are facilities, training, and integration activities for learners; continuous requests for government support; flexible learning sessions; a supportive and inclusive environment; and continuing and promoting the ALS program. The finding revealed that facilities, training, and integration activities for learners are the most common aspects of ALS that should be kept or strengthened according to successful ALS graduates. The Structured theme Aspects of ALS That Should Be Kept or Strengthened emphasized the responses of Informants 1 and 8, pointing out that improving physical resources and the learning experience is necessary to strengthen the ALS program. They stated that effective education does not depend on instructions but requires facilities such as adequate classrooms, learning materials, and sufficient equipment. The study also showed how important training and integration programs are for helping people learn new skills. These findings are in line with Ighere's (2025) view. According to him, the quality of education depends heavily on the availability of sufficient resources and proper learning environments.

Therefore, the informants' views suggest that investment in the mentioned areas will improve learner engagement and educational outcomes in ALS. Furthermore, the informants suggested that the government provide ongoing support to improve the effectiveness of the ALS program. Informant 1 said that it's important to keep asking more people to join ALS because local governments will be in charge of giving the program money, supplies, and people. It aligns with the concepts of Cayabas (2023) that despite the program's current benefits, there is a need to enhance its impact through institutional support. They highlighted that the participation of local official is crucial to the successful implementation of ALS and to further promoting it. In addition, the informants stated that it is necessary to develop flexible, supportive, and inclusive learning environments. According to Francis (2025), learners should be able to adjust their learning sessions to their needs and receive assistance. It will help them to study effectively while maintaining other duties and receiving encouragement, regardless of their background. Finally, the graduates highly recommended the sustainability of the ALS program and its active promotion to attract additional participants. The informants 4, 5, and 7 argued that continued ALS will provide new opportunities for disadvantaged learners eager to educate themselves. They are likely to benefit from ALS because it offers them second chances in the pursuit of education (Abel Jr, 2024). Additionally, it was proposed to increase public awareness concerning the mentioned program.

Recommended Improvements or Changes for the ALS Program. The emerging themes in this structured theme are facilities, resources, and implementation; more livelihood and skills training; and raising awareness and promotion of the ALS program. The finding revealed that facilities, resources, and implementation are the most recommended improvements or changes for the ALS program according to successful ALS graduates.

According to the comments from Informants 1, 2, 3, 6, and 7, the provision of well-equipped classrooms, easy access to learning materials and other resources, including digital ones, as well as proper program implementation, is needed. It will promote further learners' motivation, engagement in the ALS program, and completion of it. Indeed, Ighere (2025) emphasizes the need to provide high-quality facilities and to structure the entire process to encourage learners and ensure their active participation and engagement in educational programs. What is also essential for improving the ALS program is increasing the focus on livelihood and skills training for all learners. As mentioned above, this is what made some of the graduates independent and confident, and ensured their successful entry into the labor market or into their own business activity. This finding aligns with those of Suminguit et al. (2025), who found that adding practical skill training to the school day can be very helpful for teaching people about money and for giving communities more power by getting people involved in local activities.

Finally, the respondents have stressed that increasing promotion and awareness of the ALS programs within communities is crucial at this stage. According to Informants 4 and 8, too few people are aware of the possibility of receiving additional education while juggling everyday activities and work. Thus, this issue should be addressed to engage more learners in the educational process and increase overall awareness of the benefits that ALS provides. Indeed, this suggestion is aligned with the position of Richmund & Richmund (2024).

Advice for Current ALS Learners on Their Journey. The emerging themes in this structured theme are keep going, pursue dreams, and overcome struggles; manage time wisely, ask for help, and stay motivated; pray, trust God, believe in yourself, and value education; and be proud. The finding revealed that keeping going, pursuing dreams, and overcoming struggles are the best advice for current ALS learners on their journey to becoming successful ALS graduates. However, the suggestions made by those ALS graduates who successfully graduated from ALS emphasize the importance of perseverance and determination as key qualities for current learners. Indeed, informants 1-8 share the view that one should not lose hope or give up despite numerous obstacles, such as financial issues, lack of motivation, self-doubt, and even multiple commitments. The information gathered reveals that succeeding in ALS requires more than just good luck, it takes hard work, effort, persistence, and self-confidence which coincides with the contention of Puertos (2021). It means that ALS is seen as an opportunity to improve people's lives. Furthermore, the advice from successful ALS graduates indicates that learners should know how to cope with the difficulties of taking classes. Informant 3 states that balancing schoolwork, work, and family is important and that learners should learn how to manage their time and seek help from others teachers, peers, and family. Thus, the respondents reveal that success requires learners' discipline, a willingness to work hard and to seek support, and the right direction. Maintaining a high level of motivation and staying focused on the goals is also vital to achieving success in ALS. As mentioned in Pimienta-Mendoza's (2024) perspective, self-discipline, the ability to ask for assistance, and goal setting contribute to learners' success.

Finally, successful graduates stress that faith and self-worth are vital motivators for people with ALS. According to Informant 4, it is critical for learners to pray to God, rely on Him, and feel confident about their abilities to succeed. Indeed, as Magolda (2023) stated, self-determined learners are more likely to show perseverance because they have clear purposes and a strong self-concept. Additionally, according to Informant 7, learners need to remember their successes and take pride in them. Such an approach helps in reinforcing motivation to study. Moreover, Pascual (2022) emphasizes that recognizing achievements, regardless of their size, contributes significantly to the development of self-esteem and helps learners realize the significance of finishing education.

Implications for Practice

Based on the findings, the following implications for practice are suggested.

On Experiences During the Time in the ALS Program. The results implicate that there is a need for ALS teachers to purposely develop the learner's empowerment, self-confidence, and resilience through mentoring, reflection, and problem-solving, which will allow them to rekindle their purpose and confidence. In view of the economic constraints of many learners, the DepEd ALS program may utilize flexible modes of learning as well as provide strong support systems, such as linking up with the community and resource assistance. The teachers may likewise adopt an enabling attitude and caring behavior since this greatly encourages the learners to persevere, and they may implement techniques that improve time management and perseverance.

On Challenges Encountered during ALS Journey. The findings suggest that there is a need for ALS teachers, program developers, and school officials to plan flexible and learner-centered approaches that would help

working students cope with managing their time, money, and various other commitments. Teachers may create appropriate academic scaffolds in classes like English and basic skills while at the same time creating an accepting atmosphere in class to resolve problems related to bullying and self-doubt. In turn, it falls upon the responsibility of the administrators and outside agencies to offer more support to learners through means such as financial aid, counseling, and advocacy.

On Moments or Experiences in ALS that Made a Strong Impact. The results show that ALS teachers, facilitators, and other stakeholders implementing the ALS program should strive to design conducive learning conditions using encouragement, mentorship, and peer interaction for learners to develop a perception that difficulties make them stronger. Teachers shall always demonstrate patience and mentorship to instill a sense of self-confidence among the learners, while peers and fellow learners could be used to share experiences and lend each other a helping hand, thereby overcoming any form of insecurity. On the other hand, principals and ALS coordinators may advocate for lifelong learning and resilient ALS programs for learners of all ages to develop a perception that difficulties motivate success.

On Motivation to Continue When Faced with Difficulties in ALS. The findings indicate that the ALS teachers, implementers, and administrators may encourage the active participation of the families of the learners in the learning process by fostering a positive partnership between the home and the school, such as effective communication and family activities to maintain the motivation of the learners. The learners may also be encouraged to become more disciplined, persistent, and independent, which will allow them to persist despite the difficulties they encounter and complete the whole ALS program.

On Strategies or Coping Mechanisms that Helped to Overcome Challenges. The results direct that ALS teachers, program facilitators, and administrators may adopt a holistic approach in supporting the learners, taking into consideration the importance of spiritual aspects and goals along with self-discipline in maintaining motivation. The teachers may include reflection activities, value formation, and goal setting in their lessons, thereby helping the learners cultivate faith, maintain optimism, and exercise responsibility. The facilitators and the administrators may also ensure that there is a supportive environment through the participation of peers and family members, complemented by time management and self-discipline programs. Meanwhile, it is necessary that the learners be taught to reflect on their actions, persevere, and maintain positive attitudes.

On Sources of Support During the ALS Program. The results reveal that teachers and administrators in the ALS program may improve teaching approaches that promote integration among skills, competencies, and values. The families of learners are expected to be supportive partners in the process of learning. Learners are required to undergo lessons that will develop their communication skills, analytical ability, discipline, practical application of skills, and counseling on higher learning. Meanwhile, the implementers of the program, including administrators, are supposed to create connections between the college institutions, scholarship organizations, and even employment. It shall also be noted that the learners themselves have to continuously apply what they learn in the different aspects of their lives.

On Ways ALS Influenced Work, Family, or Further Education. The outcomes show that ALS teachers, program facilitators, and school heads may enhance career skills and life skills among students through programs of guidance, employability skills, and access to higher education, such as scholarships and connections with universities. The teachers may continually encourage learners in terms of boosting their confidence, communication skills, and decision-making skills through practical exercises. On the other hand, the administration and stakeholders may work with industries and other organizations to provide learners with chances of employment and higher education. Moreover, parents and communities may be supportive and appreciative of the ALS learners by motivating them to use what they have learned to better their families and communities.

On Proudest Accomplishments After Completing ALS. The results further suggest that ALS instructors, program managers, and school administrators may consistently improve ALS programs that enhance learners' self-confidence, persistence, and practical skills through teaching life skills, career preparation, and leadership. Learners may be allowed to display their accomplishments and practice effective communication and critical thinking. At the same time, administrators and other stakeholders may facilitate recognition ceremonies and encourage ALS graduates to enroll in the Accreditation and Equivalency test and seek employment opportunities. Moreover, ALS graduates may be encouraged to become mentors and social leaders in their communities to motivate others to learn and prove that success is possible despite all the difficulties.

On Insights or Realizations Gained from the ALS Journey. The results of the study propose that ALS instructors, program implementors, and school administrators need to enhance their programs on self-rehabilitation, which will instill a growth mindset among the learners through reflection activities, values formation, and constant encouragement during classroom lessons. The instructors may train their learners to see problems as potential solutions and emphasize the significance of education in realizing their dreams. At the same time, the administrators may increase opportunities for learning to allow the learners to further their education and secure job positions. Nevertheless, the learners should also learn how to develop positive dispositions, resilience, and faith, giving them the strength to manage their own growth and create a brighter future.

On Education and success are possible, despite life's difficulties. The findings suggest that teachers, implementers, and administrators of the ALS programs should strive to encourage inclusive and flexible learning approaches, which highlight lifelong learning, and make sure that everyone is motivated to go back to school, no matter what their age. The task of teachers will involve motivating the learners and instilling a growth mindset within them through reflective activities and setting goals for future improvement. Implementers of the program, along with other community leaders, need to make an effort and do some advocacy work to engage those out-of-school youth and adults and motivate them to learn and keep learning.

On Aspects of ALS That Should Be Kept or Strengthened. The results indicate that school administrators, ALS implementers, and other government organizations, such as the DepEd and LGUs, may be at the forefront in ensuring that the physical resources are enhanced through proper allocation of sufficient classrooms, learning materials, and equipment, along with regular funding for the program. ALS implementers and teachers need to reinforce their capacity-building exercises, which include integrating the program into mainstream educational activities, providing flexibility in their learning environment, and catering to the individual needs of the diverse learners. On the other hand, both the government and the community should step up their advocacy and mobilization activities to encourage participation in the ALS program.

On Recommended Improvements or Changes for the ALS Program. School officials, ALS program implementers, and government official should ensure that the availability of classrooms equipped with all necessary tools and materials, as well as digital technology, is given top priority, along with proper program implementation to increase learner involvement and retention. Teachers and facilitators should introduce learners to skills training during their instruction sessions to make them independent and able to earn a living either through employment or business. On the other hand, local government units should focus on promotional drives to raise community awareness regarding ALS programs.

On Advice for Current ALS Learners on Their Journey. From the research outcome, ALS teachers and implementers are supposed to mentor learners to have perseverance, self-discipline, and goal-setting skills. Additionally, learners should be encouraged by teachers to look for help from peers, facilitators, and members of their families; confidence among learners may be boosted by recognizing even small successes and giving continuous encouragement. On the other hand, learners are required to practice resilience, focus on their goals, develop their faith, and take pride in what they have done to complete the ALS course successfully.

Implications for Future Research : Implicated, more research needs to be done by future researchers on how the condition has affected the graduates' employment, further learning, and family life using both qualitative and quantitative methods. It shall be done to validate the results obtained in previous research while also expanding on them. Research on ways to overcome some of the obstacles faced by learners, especially the monetary constraints, time constraints, and poor academic performance, should be done as well. Researchers need to investigate motivational factors, spirituality, and how they affect the retention of learners in school. Intervention programs can also be developed and tested for best practices. Furthermore, the future research shall investigate program implementation through an assessment of its resourcefulness, teaching methodology, and community involvement. Additionally, researchers shall seek new methodologies for making the ALS program effective, such as the use of technological aids in learning and livelihood training, among others. Through this research, information will be gathered that will help stakeholders improve their ALS programs and ensure that they become more accessible, of better quality, and sustainable.

Concluding Remarks : The findings of the research have proven that the Alternative Learning System is the way out for those individuals who could not get access to education for a number of reasons. This implies that the participants revealed how their experiences helped them to develop resilience and determination to handle different problems including financial insecurity, social isolation, and other academic issues.

The ALS not only provided the students with knowledge but also gave them hope, encouraged them to feel more confident, and motivated to fulfill their aspirations. Furthermore, the study found that success in the ALS program is closely linked to a range of external and internal motivational factors, as well as learners' effective coping mechanisms. For example, family support, positive guidance from teachers and peers, and reliance on religion contributed significantly to learners' success. At the same time, effective coping techniques allowed the management of competing interests and difficulties and ensured commitment to the ALS process. Thus, success depends not only on learners' efforts but also on the availability of support and an adequate learning environment. Finally, it was shown that participation in the ALS program affects graduates' lives in multiple ways as they start to realize the importance of continuing education. ALS becomes a foundation for further studying and professional growth, as well as for family building and raising a new generation of role models. Consequently, it can contribute greatly to long-term social mobility, as ALS graduates will become role models who have transformed their lives through learning.

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