



MOTIVATIONAL LEVEL OF ALTERNATIVE LEARNING SYSTEM LEARNERS TOWARDS LEARNING IN THE MODULAR INSTRUCTION

MYLENE F. DOLLISON

ABSTRACT. There are different types of learners in the world. Some people learn best in a traditional classroom setting, while others learn best through alternative methods. The modular instructional material is designed for those who learn best in an alternative setting. Modular instructional material is a set of materials that can be used to teach a variety of subjects. The modular instructional material is flexible and can be used to teach a variety of subjects in a variety of ways. The modular instructional material is also motivating for learners who are looking for an alternative to traditional learning methods. Modular instructional material is a great way for learners to get the education they need in a way that is best for them. The difficulty of learning in the presence of other students and lack of family support and encouragement had a frequency of 51 and ranked 5.5. Encouragement from their teachers, relatives, and classmates has the biggest impact on ALS students' enthusiasm to study through modular education. Students frequently struggle with poor comprehension of module contents, occasional interest, connectivity issues, financial constraints, and the CLC's remote location. Adopting a reward system be considered to encourage ALS students to perform at their highest level or go above and beyond their learning goals.

KEYWORDS: *MOTIVATIONAL LEVEL, ALTERNATIVE LEARNING SYSTEM, LEARNERS, LEARNING AND MODULAR INSTRUCTION*

INTRODUCTION

Education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else, hence it is a joint effort between the teacher/s and the student/s. Only by the cooperation of both

sides through commitment and diligence can true education be possible. In terms of education, motivation refers to a person's intrinsic or extrinsic drive to participate in a particular educational process in which they jointly construct their understanding of the

instruction provided. Intrinsic motivation occurs when students are engaged because of internal rewards, like a love for learning or interest in a subject.

Based on research conducted by the Harvard Graduate School of Education, students with intrinsic motives of learning become more likely to attach meaning to their work, explore new topics, and persist in the face of learning challenges. Intrinsically motivated persons stay engaged for longer and find personal satisfaction in their work which carries them even through the toughest learning challenges. Extrinsic motivation may be defined as motivation to participate in an activity based on meeting an external goal, receiving praise and approval, winning a competition, or receiving an award or payment. This simply means that students perform what is assigned to them because there is a reward associated with it.

Extrinsic motivators often include grades and social expectations, especially from parents and teachers. A classic example of extrinsic motivation is getting paid to do a job. You may like spending your day doing something other than work, but you are motivated to go to work because you need a paycheck to pay your bills. In this example, you're extrinsically motivated by the ability to afford your daily expenses.

Extrinsic motivation does not always have a tangible reward. Alternative Learning System is an alternate parallel learning system that offers a useful alternative to the current formal instruction in the Philippines. The Department of Education has

implemented it as a crucial component of Philippine Education to provide every individual access to quality basic education to reduce the illiteracy rate as envisioned in the Education for All 2015 Philippine Plan of Action. The 1987 Philippine Constitution provides for the recognition and promotion of other forms of education other than formal education.

The ALS comprises both a basic literacy program and Continuing Education Program – Accreditation and Equivalency. With INFED being a component of ALS that complements the Nonformal Education component, it can create opportunities for self-development based on an individual's declared learning interest. Education reforms are needed to consolidate basic skills, such as reading and mathematics, and complement them with key and transferable digital and entrepreneurial skills. The Alternative Learning System was created to provide basic education to the population of out-of-school children, youth, and adults.

This will help to achieve the main goal of eradicating illiteracy among out-of-school children, youth, and adults who are school dropouts and those who are deprived of education. Due to the Alternative Learning System's use of this modality, teachers are not startled when some students' work is turned in late or unfinished. With the situation, the researcher chose to investigate the motivational level of ALS students receiving modular instruction to gauge their level of desire. Only a select fraction of these figures can achieve the minimal requirement of 75 learners per implementer in each municipality.

Closer attention was made to this issue to ensure that this generation becomes more capable and attains the degree of high-quality education that the world of the twenty-first century expected of them. The coronavirus disease pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries to prevent the spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization, by mid-May 2020, more than 1.2 billion students at all levels of education worldwide had stopped having face-to-face classes.

To make adjustments, it is necessary to take into account the characteristics of national or subnational curricula, the country's resources and capacities to develop distance learning processes, the levels of segregation and educational inequality in the country, and how much of the school year had elapsed. While some of the region's countries such as Mexico and the Dominican Republic and some areas of Ecuador and Brazil were in the middle of the school year when the pandemic began, the vast majority were at the beginning. In recent decades, many Latin American countries have made significant investments in digital infrastructure in school systems. Education policies on digital technology were implemented quite early on in some countries in the late 1980s.

In recent years, with the widespread availability of mobile connectivity and the

increased accessibility of digital devices, the policy focus has shifted to the development of digital skills in pupils. At the time of the COVID-19 pandemic in the Philippines, the modes of teaching had eventually changed from face-to-face class interaction to flexible distant learning modalities. This, the Philippine government closed schools on 9 March 2020 one month before the planned end of term which is a premature ending of the school year for almost 25 million students and postponed the usual start of the 2020-2021 academic year from June to the end of August due to concerns posed by COVID-19. As the cases are still increasing, instruction became distant learning only.

It also affects the Alternative Learning System, in which the Government program flexibly responds to the needs of those who are unable to continue in formal education through alternative, therefore, adaptive learning pathways are adapted. This was a combined self-paced study with in-person instruction by teachers in Community Learning Centers. At present, this provides over 800,000 learners annually a second chance and an alternative way to complete their basic education. In the context of the current pandemic, UNICEF is supporting learning continuity not only for formal education but also for the non-formal ALS program, which is focused on reaching the most vulnerable and marginalized children and youth.

Inclusiveness in existing learning delivery modalities will be strengthened so that more women, PWDs, and members of IP and marginalized communities are reached. These different ways of teaching are offered

free of service to the learners just to be able to continue their education and make their dream come to reality. This Pandemic create a huge change in our life, especially in our well-being. Students have undergone so much adjustment and they struggle to adapt to the present situation in their life in an instant.

They said ALS provides an opportunity for out-of-school youth like them to earn quality education despite uncertainties posed by the pandemic worldwide. The motivational level of learners in the Alternative Learning System was ignited by the modalities of learning in formal education during the pandemic time.

Summary

Education worldwide has long been identified and recognized as a significant partner in pursuing holistic human development. It has been equated with educational reforms, which underscore the importance of academic competence for all. It also plays a dominant role as an instrument for large-scale achievement and revolution in all spheres of human endeavor. It can be claimed to be equally vital as any basic needs of individuals in its broadest sense.

In the Philippines, Filipino families recognize the importance of acquiring education toward productive living. However, poverty drove many children and young individuals to experience child labor, child prostitution, and human trafficking.

Although basic education is free, many are still not in school because of the lack of other essential needs. Since the government's goal to educate the Filipinos has not been addressed alone by the formal systems of

education, several students quit school and pursue a variety of careers, while others took advantage of the Department of Education's option to continue their education through the Alternative Learning System.

The vast experience of the researcher served as the impetus for the research that resulted in the paper "Motivational Level of ALS Learners Towards Learning in the Modular Instruction," which addressed the following sub-problems:

1. What is the profile of ALS learners in terms of economic background, age, educational attainment, and distance from home to school?
2. What is the motivation level of ALS learners in using modular instruction?
3. What are the factors affecting the motivational level of ALS learners in modular instruction?
4. What are the challenges commonly encountered by ALS learners in modular instruction?
5. What enhancement learning activities could be proposed relative to the implementation of modular instruction?

Through observation interviews and the use of a questionnaire checklist, the 75 ALS learner respondents to this study who participated in the descriptive research methodology were able to provide quantitative data. The data are treated using descriptive statistical techniques such as frequency count, percentage, weighted mean, and ranking.

Methodology

The present study on the "Motivational Level of Learners Towards Learning in Modular

Instruction” utilizes the quantitative method treatment of the study. This is a method of research that relies on measuring variables using a numerical system, analyzing these measurements using a variety of statistical models, and reporting relationships and associations among the studied variable. The study describes the frequency of the factors affecting the motivational level in accomplishing modular learning tasks. The weighted mean of the factors affecting the motivational level of the ALS learners was analyzed while the motivational level was measured through the Likert scale, which is a unidimensional scale used to collect the respondents’ attitudes and opinions. The participants are the ALS learners of Barcelona District who undertake the modular instruction which will be the data source of this research.

Findings

The following are the salient findings.

1. Out of the 75 ALS learners who responded, 40 (53% of them) are male, and 35 (47%), are female. 50 or 67% of them, are single, 18 are married, or 24% and 7 are single parents. Regarding their family's monthly income, 44 of them, or 59% had less than PHP. 5,000, 18 or 24% had between PHP. 5,001 and 10,000, and 10 or 13% had between PHP 10,001 and 15,000 per month. Only 3 or 4% of families had a monthly income of PHP15,001 or more. Sixty-three (63) respondents or 84% of the ALS sample provided information on their monthly income 11 or 15% had earnings between PHP 5,000 and P10,000, and only 1 or 17% had earnings of PHP10,000 or more. Thirty of them had siblings aged between 6 and 9, while 9 of them had siblings aged ten or older. Of the 35 married and single-parent ALS learner respondents, 36 had siblings

who ranged in age from 2 to 5, 5 of them had 5-7 children, and 10 had 3 to 4 children. One (1) married respondent had no child at all, while nine (9) of them had children between the ages of 1-2. Regarding the grade level, 29 respondents indicated that they had completed Grade 7, 10 completed Grade 8, 4 completed Grade 9, 7 completed Grade, 1 completed Grade 5, 9 completed Grade 2, and 11 completed Grade 1. In terms of the distance between an ALS learner's home and the closest school, 38 of the 75 samples had residences that were more than two kilometers from the closest schools, while 37 of them had residences that were no more than one kilometer away.

2. The average degree of motivation for learning among ALS students was 3.73, which is satisfactorily high.

3. Among the factors affecting the motivational level of ALS learners, help given by the ALS teachers was ranked #1 based on 70 ALS learners. The schedule's adaptability and the amount of time allotted for engagement had frequencies of 60 and 58, respectively, making them the second and third parameters considered. The Program's use of proper pedagogy and andragogy ranked fourth among the variables with a frequency of 56. The difficulty of learning in the presence of other students and lack of family support and encouragement had a frequency of 51 and ranked 5.5. The ALS learners' appreciation for the mentors' help and their learning obtained from the program had 46 and 42 frequencies, respectively, making them the seventh and eighth factors.

4. Understanding the module topics was challenging for fifty (50) respondents, ranking highest among the difficulties with the module lessons. The timetable conflict at

work and the amount of time needed to complete the learning modules, which had a frequency of 38, came next. 30 respondents cited limited availability of booklets or modules, and it came in third in rank. Poor connectivity ranked as the worst problem for learners in terms of ICT problems, with a frequency of 50. This was followed by limited knowledge in ICT, with a frequency of 29. Prioritizing work to make a livelihood over module learning engagement was identified by 58 respondents as the greatest issue in terms of finances. Next came pricy educational equipment with a frequency of 50. Financial difficulties, which are frequent in the families of ALS students, were third in the test with a frequency of 45. Twenty-six respondents ranked the Community Learning Center's remote location as the biggest obstacle when it came to challenges related to the CLC. The Center's subpar physical setup came next, with a frequency of 24.

5. It is suggested that learning activities be enhanced concerning the adoption of modular instruction.

Conclusions

Based on the foregoing findings, the following are the formulated conclusions.

1. With annual salaries below the poverty line, the majority of ALS students are single males.
2. Students enrolled in the Alternative Learning System have a satisfactory degree of academic motivation.
3. The encouragement from their teachers, relatives, and classmates has the biggest impact on ALS students' enthusiasm to study through modular education.

4. ALS students frequently struggle with poor comprehension of module contents, occasional interest, connectivity issues, financial constraints, and the CLC's remote location.

5. Enhancing learning activities concerning the use of modular instruction is strongly recommended.

Recommendations

Considering the given conclusions, the following are the given recommendations.

1. Financial assistance be provided to eligible ALS program participants from the Special Education Fund or the General Appropriations Act.

2. Adopting a reward system be considered to encourage ALS students to perform at their highest level or go above and beyond their learning goals.

3. Partnerships between ALS mentors, learners' families, and peers be part of the strategies so that ALS learners can experience sustaining support system mechanisms.

4. The modular instructions be enhanced to include pragmatic differentiated learning activities.

5. Facilitation and delivery of learning activities be improved concerning the adoption of modular instruction.

6. The following research projects be encouraged for future researchers to pursue:

- Success Stories of Selected ALS Graduates
- Best Practices in the Conduct of Alternative Delivery Modes.

- Flexible teaching Strategies in ALS:
Their Effectiveness and Functionality

© GSJ