

## Organizational Support and Motivation on Reading Proficiency of Alternative Learning System Students in Don Carlos District I and III

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**Abstract:** Obedencio, Rhena Ysabelle P., Paglinawan, James L., Orongan, Raul C. Central Mindanao University, Musuan, Maramag, Bukidnon, June 2020. Organizational Support and Motivation on Reading Proficiency of Alternative Learning System Students in Don Carlos District I and III. The study was conducted at Don Carlos Community Learning Centre (CLC). The researcher limited the study to secondary-level (SL) Alternative Learning System learners within the locality of Don Carlos, Bukidnon. There will be approximately 250 selected Junior High School ALS students in the school year 2022-2023 to discover the relationship between organizational Support & Motivation and students' Reading Proficiency. A quantitative correlational research design will be used for the investigation. The primary technique for the research's data collection will be questionnaires. We will apply a quantitative approach to the data. The researcher will use the Statistical Package for the Social Sciences (SPSS) to analyze the data.

**Keywords:** organizational Support, Reading proficiency, Alternative learning System, Motivation of the students.

### INTRODUCTION

#### Background of the Study

In recent years, the Philippines has achieved significant improvements in access to and the quality of formal basic Education (National Economic and Development Authority [NEDA], 2017). Nonetheless, more than 11% of teenagers drop out before finishing junior high school, according to the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute for Statistics (UIS), 2020. In 2017, approximately 9% of the population aged 6 to 24 were not attending formal school, and approximately 83% of those aged 16 to 24 were not attending school (Philippine Statistics Authority [PSA], 2017). Many pupils drop out of school. They either become unemployed or work in low-wage occupations, offering little job stability.

The Governance Act of Basic Education, Republic Act 9155, or the Alternative Learning System (ALS), which provides provisions for Alternative Learning System (ALS), which will address illiteracy and promote continuing Education, was promulgated in 2001 as part of the government's efforts to combat school attrition through strengthening student programs and developing a system that will promote continuing Education. (Tindown, D. J. C., 2017). The ALS is designated as a Community-Based Learning (Pinca, 2015), where it strives to foster students' sense of social responsibility by giving them the chance to give back to the community while advancing their intellectual development along their chosen career path. This puts ALS teachers under pressure to do

their best to provide a meaningful educational experience for such a diverse group of students.

One aspect of teaching English that is often overlooked is Motivation. It is common for teachers to overlook the fact that a fundamental component of students' English language learning activities. In this way, students are in charge of how class time is spent. (Takaloo, 2017). Researchers and teachers agree that Motivation is a key component of improving reading comprehension. (Dornyei, as cited in Takaloo, 2017). Previous studies found a significant connection between motivation and reading comprehension, especially intrinsic drive, which should be improved (Taboada & Buehl, 2013)

However, numerous obstacles have arisen in implementing ALS since its inception. Mobile teachers in the program cited a lack of community-based instructional materials, a delay in receiving travel allowances, and the absence of a permanent room during learning sessions (Pinca, 2015). Arpilleda (2018) stated that stakeholders' inadequacies are clear, notably those of local government officials and parents of children. Thus, despite tremendous advances in broadening access to basic Education, support mechanisms for ALS instruction, such as instructional materials, facilities and equipment, financial resources, and stakeholder cooperation, remained elusive (Abasolo, 2017).

In this regard, this study aims to determine the relationship between Organisational Support & Motivation and Reading Proficiency among

Alternative Learning System Students in Don Carlos Districts I and III.

### Statement of the Problem

This study will determine the relationship between organizational Support & Motivation and Reading Proficiency among Alternative Learning System Students in Don Carlos Districts I and III.

Specifically, this research paper will address the following research questions:

What is the extent of organisational support students have in terms of:

- Parents Support
- Teachers Support

What level of students' Motivation do they have in the following aspects;

- Reading efficacy
- Reading challenge
- Reading curiosity
- Importance of Reading
- Competition in Reading
- Recognition for Reading
- Reading for grades

What is the reading proficiency level of Alternative Learning Student Secondary level in English?

Is there a significant relationship between students' organisational support, motivation, and reading proficiency?

### Objectives of the Study

This study aims to determine the relationship between the organizational Support & Motivation on Reading Proficiency of Alternative Learning System Students in Don Carlos District I and III

Specifically, this study intended to

Determine the extent of students' organisational support in terms of:

- Parents Support
- Teachers Support

Assess the level of students' motivation in reading in the following aspects:

- Reading efficacy
- Reading challenge
- Reading curiosity
- Importance of Reading
- Competition in Reading
- Recognition for Reading
- Reading for grades

Determine the reading proficiency level of Alternative Learning Student Secondary level in English.

Correlate students' organisational support and motivation with reading proficiency.

### Significance of the Study

The result of the study might provide research-based information on the Infrastructure Availability and learners' attrition with the following fruitful significance: To administrators, the study might provide information on organizational Support & Motivation and Reading Proficiency among Alternative Learning System Students. It might help them improve instruction among students by enhancing teachers' competence in using strategies that can reduce students' attrition rate and address students' concerns about infrastructure. To the teachers: aware of organizational Support & Motivation on the Inadequate Proficiency of Alternative Learning System Students. It might give them insights into not just limiting their instruction to one strategy, but also help them explore more and be aware of the struggles they encountered with students' reading proficiency. To curriculum makers, it will provide insight into what is happening in the real world of the Alternative Learning system. They will know the factors and needs of students that must be addressed to control students' reading problems; moreover, they will consider seasonal factors depending on the kinds of students they have. To future researchers, this research will add to the body of knowledge, serving as a guide to identify gaps in the literature and to focus future research on pertinent subjects. It will give them an idea of the needs and problems of the Alternative Learning System. This study will provide them with information that may help the Alternative Learning System.

### Scope and Delimitations

This study is limited to organizational Support & Motivation on Reading Proficiency among Alternative Learning System Students in Don Carlos Districts I and III. The study will be conducted at Don Carlos Community Learning Centre (CLC). The researcher limited the study to secondary-level (SL) Alternative Learning System learners within the locality of Don Carlos, Bukidnon. There will be approximately 250 selected Junior High School ALS students in the school year 2022-2023 to discover the relationship between organizational Support & Motivation and students' reading proficiency. A quantitative correlational research design will be used for the investigation. The primary technique for the research's data collection will be questionnaires. We will apply a quantitative approach to the data.

The researcher will use the Statistical Package for the Social Sciences (SPSS) to analyze the data.

### **Definition of Terms**

#### **Alternative Learning System (ALS)**

It is a parallel learning system in the Philippines that offers a practical alternative to existing formal instruction. When one does not have or cannot access formal Education in schools, it includes both the non-formal and informal sources of knowledge and skills.

#### **Organization**

Institutions that form the foundations of the individual, provide connections between individuals, broaden the horizons of people, educate and develop society, provide a perspective, and shape the foundations of thought.

#### **Motivation**

Motivation is the enthusiasm we have for doing something. It is the 'why' behind every action. Motivation is the reason – or reasons – for acting or behaving in a particular way. It helps us to set a goal and reach it. The term 'motivation' is derived from the Latin verb 'movere', so quite literally, it is what keeps us moving.

#### **Reading**

It is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing the meanings of words. Reading with a purpose helps the reader direct information toward a goal and focus their attention.

#### **Proficiency**

Proficiency is the documented evidence that a student has met the required level of skill and knowledge set by benchmarks. Either a student meets this requirement, or they fall short and must continue working until they meet the required level.

#### **Community Learning Centre**

A school-based or school-linked program providing informal meeting places and coordination for community activities, adult education, child care, information and referral and other services as described in ORS 329.157. "Community learning centre" includes, but is not limited to, a community school program as defined in ORS 336.505, family resource centres as described in ORS 417.725, full-service schools, lighted schools, and 21st century community learning centres.

## **THEORETICAL FRAMEWORK**

### **Review of Related Literature**

Globally, Education has long been recognised as a key ally in achieving human development. Reforms in Education have been compared to it, highlighting the significance of academic proficiency for everybody. In addition, it is a key tool for widespread advancement and revolution in all areas of human endeavour. They are both, in the broadest sense, essential as any basic human need. Alternative Learning System (Cetin, 2017)

Every Filipino has the right to free primary Education; nevertheless, many Filipinos do not have the opportunity to attend and complete official primary school. Some drop out of school for a variety of external and internal reasons, and other communities do not even have schools. The government has pledged to eradicate illiteracy and make Education available to all citizens in accordance with the declaration in the 1987 constitution. The State shall protect and promote the right of all citizens to quality education at all levels. It shall take appropriate steps to make such Education accessible to all (Rodriguez, as cited by Atilano 2016). For decades, the Philippines has been fighting illiteracy front and Centre and has placed a high value on improving basic Education because it is critical to the nation's growth and development.

### **Alternative Learning System**

The ALS or Alternative Learning System is one of DepEd's premier programs for addressing the academic needs of Filipinos who are not enrolled in school. predicaments. It has made available several applications designed to improve its overall instructional techniques and practices. The most recent of these is the adoption of the improved Alternative Learning System curriculum from the 2019 Alternative Learning System K–12 curriculum (Department of Education, 2019; Llego, 2019).

The Education Department (DepEd) created the Alternate Learning System (ALS) as a supplement to the education path for those who did not complete formal Education through the school system. Alternative Learning System teaches functioning skills. literacy abilities and also prepares students preparing for Accreditation and Equivalency (A&E) Test, which gives passes a certificate examination equivalent to Complete the Barriers to Access Analysis Adolescents' Alternative Learning System: A Case Study of Seven Philippine Areas traditional elementary or

junior high school degree, which focuses in Alternative Learning System which is the current Department of Education key programs Leonor Briones (Briones,2016)

Despite significant advancements, Alternative Learning System still has several issues. According to recent figures, A little over 3.7 million children and 3.1 million teenagers did not complete junior high school (World Bank Group,2018) which means that, at most, 88% of these groups, plus the 34% of those that have not finished the Alternative Learning System, are not yet covered by it, the application itself (Montemayor, 2018).

Alternative Learning System's mission as a non-formal education system extends beyond the teaching of numeracy and reading skills. It focuses on developing life skills, enhancing tech-vocational competencies, and providing students with skill-based training and capacity-building opportunities. This distinguishes Alternative Learning System from traditional classroom-based Education in that it necessitates a broader intersectoral approach to fully equip its target learners with the skills and capabilities to improve their quality of life and assure their work readiness or employability upon program completion (Llego, 207)

### **Organizational Support**

Individuals' social, emotional, and economic needs are met through organisational support. (Bilgin & Demirer, 2014; Kim, Eisenberger, & Baik, 2016). It incorporates a lot of mentorships. tasks such as Education, guidance and counselling, the retention and protection of individuals, and the creation of a pleasant working environment.

In addition, Bilgin and Demirer (2014) and Ahmed, Nawaz, Muhammad, Ali, and Islam (2015) described Employee recognition, training, and job retention as examples of organisational support. fairness in incentives and promotions, and favourable working conditions. In a nutshell, here are the facts. Underline that volunteer care of teachers is an indicator of organisational support. Fairness, supervisor support, and other significant elements all contributed to organisational support, including organisational recognition and working conditions.

### **Motivation in Reading**

Although reading ability is essential for understanding materials in core classes, researchers also believe that reading skills and

strategies do not fully account for variation in children's reading abilities. In actuality, there are a range of reasons why students choose to read or not. (Davis, H., 2018)

According to Baker, as cited by Davis (2018), they may, for example, enjoy the practice of Reading or believe that Reading is a vital way to learn. Acquire knowledge. Students who stop reading, on the other hand, may not be able to read at all. However, due to a lack of drive, I am unable to read. This disengagement will eventually result in negative consequences on their reading ability. There are numerous definitions of reading motivation. (Guthrie and Wigfield, cited by Davis, 2018)

Because kids' language learning and improvement are so important, much of the time is spent on them. The growth of reading skills. It should be noted that students strive to improve their reading comprehension, especially for pupils who lack adequate facilities and rely on their professors. These Students are unable to earn high marks in reading comprehension and do not benefit from it. Among the Reading interference methods, some can inspire students and help them improve their reading skills. (Takaloo, 2017).

### **Reading Proficiency**

One of the fundamental purposes of early childhood education is to teach children to read fluently and comprehend a book, because the primary goals of Reading are to attain one's goals, develop one's knowledge and potential, and participate in society (OECD, 2013)

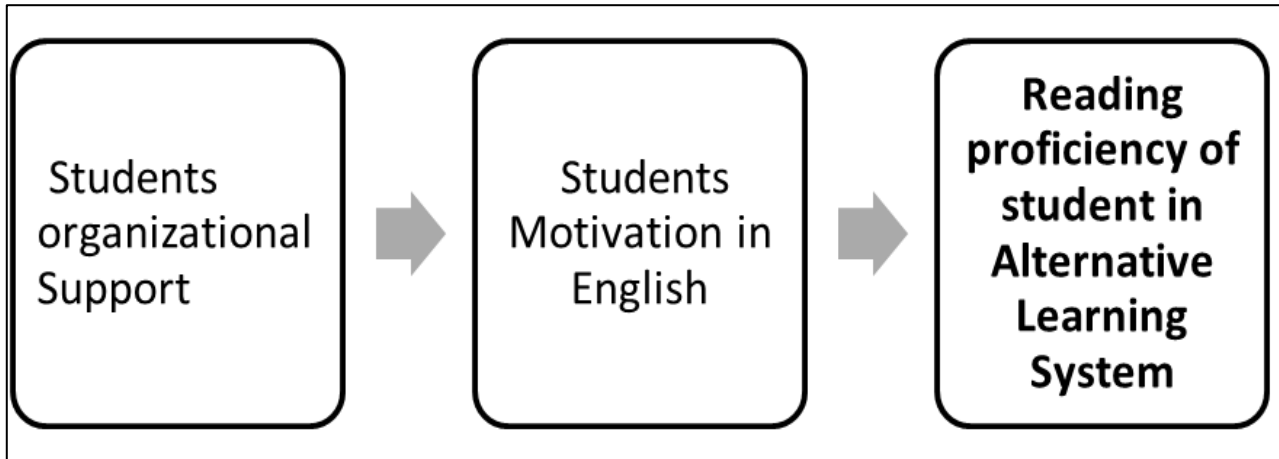
Most people in the twenty-first century are expected to have basic skills. Reading, writing, and arithmetic skills are required. Being fully present, a person's knowledge constitutes his or her skills. must be able to access, analyse, and process information. Access.: It is now feasible to access information across a variety of disciplines. Through cognition, communication, and the mastery of many study abilities, habits, and attitudes, one fosters the excitement required for ongoing learning perseverance. (Shippen, Houchins, Crites, Derzis & Patterson, 2016)

### **Research Paradigm**

This study is anchored in the Descriptive decision theory by Zoe Sebastien in 2016, which involves identifying and explaining patterns in people's decisions. It is typically contrasted with a comparable project, normative decision theory, which aims to provide an account of the choices

people ought to make. Much of the research in this field has focused on developing and testing formal models that aim to improve the descriptive adequacy of the "Subjective Expected Utility" (SEU) framework. This adequacy was first called

into question in the middle of the last century and further challenged by a slew of experimental work in psychology and economics from the mid-1960s onwards.



**Figure 1.** Research Paradigm

**Hypothesis**

Null hypothesis

Ho: There is no significant relationship between students' Organisational Support and Students' Motivation in Reading Proficiency.

**Research Design**

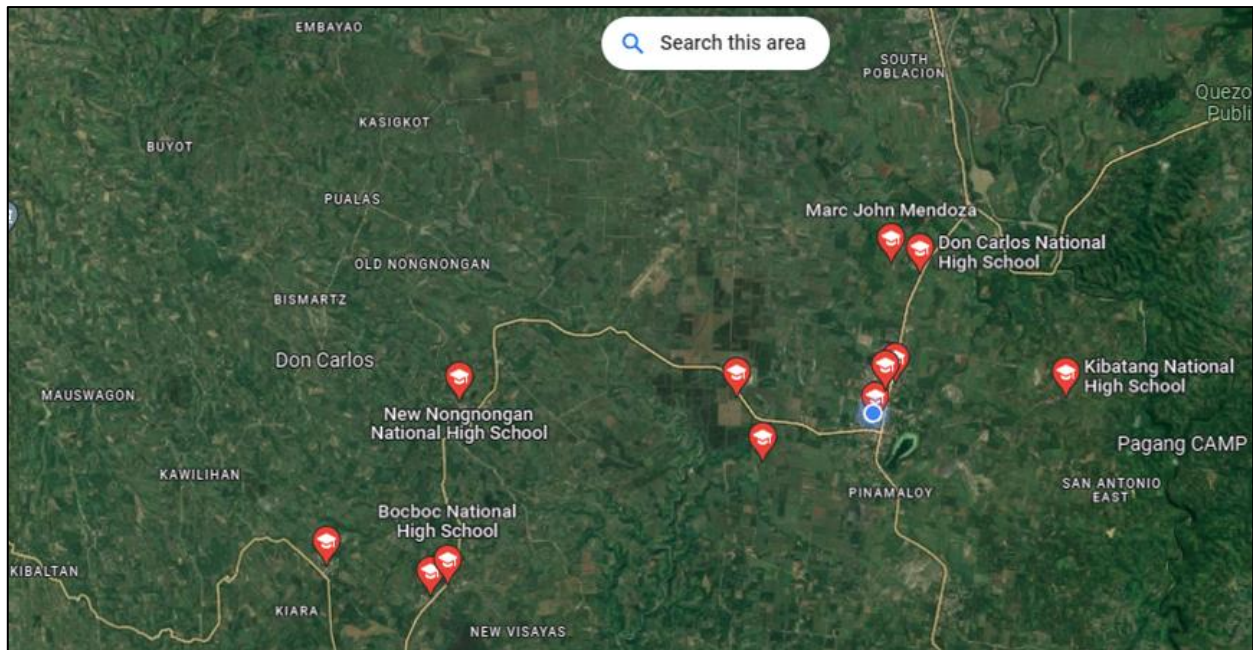
The survey questionnaire will guide the survey and correlational research methods used in the study. The survey approach was utilised since the researcher collected data via a questionnaire. Creswell and Guetterman (2019) defined a survey as a research method for gathering data from a predetermined set of respondents to obtain information and insights on a variety of topics of interest. Correlational research, on the other hand, is a non-experimental research method. A researcher will take two different variables, understand and evaluate the statistical relationship between them, and (Bhat, 2019). The purpose of this study was to investigate whether there is a significant relationship between students' organisational skills and Students' motivation to read among students of Don Carlos District I and II. A correlational analysis was carried out.

**Locale of the Study**

The study will be conducted at Don Carlos, Bukidnon. Focusing on both District I and III

community Learning Centres. Don Carlos District I's community learning Centre is located at Purok 6, Don Carlos, Bukidnon. At Don Carlos Central Elementary School. Headed by the District Alternative Learning System coordinator, Mrs Marilou Cabangahan, and assisted by the District I Alternative Learning System Mobile Teacher, Mr Ariel Fernandez. Don Carlos District III's Community Learning Centre is Located at Boboc National High School. Headed by the District II Alternative Learning System coordinator, Mr Noel Balili, and assisted by the District II Alternative Learning System Mobile teacher, Mr Jeff B. Nietes.

This study focuses on the 14 barangays covered by Don Carlos District I and III, and on secondary-level (SL) students. As a result of the research, potential solutions to the problems students were having with their academic performance may be developed. In addition, the study may be regarded as one of a kind because it will support the national government's efforts to improve the implementation of the Alternative Learning System program in the district, focusing on the investigation in particular and the country as a whole in general.



**Figure 2.** Map of the Schools of Don Carlos Bukidnon

### Research Instruments

The instrument of the study is an adapted survey questionnaire of Allan Wigfield, John T. Guthrie and Karen McGough's "The Motivations for Reading Questionnaire" Hence, the instrument utilized information from numerous sources and Alternative Schools would be considered a hybrid instrument. Information collected from staff, students, grants, and research proved beneficial in the construction and make-up of the instrument.

These variables included academic success, discipline referrals, attendance, and self-esteem, among others. The survey was moderate in length and could be completed within 10 minutes. Statistical validity and reliability are unavailable because this survey was designed expressly for this study.

The researcher disseminated copies of the questionnaire on a class-by-class basis. In each class, the study's purpose was briefly explained, and students were told that participation was strictly voluntary. Directions were given, and the importance of reading each question quickly and making the appropriate response accurately was explained. It was also stressed that names or other identifiable information were not needed and that all information was confidential.

Finally, the researcher requested honest and accurate responses. Once this was done, students were asked to complete the survey and instructed on what to do when finished.

### Data Gathering Procedure

First and foremost, the researcher will send a letter to the owner of the questionnaire and guidelines that will be adopted in the study. Then, a request letter to conduct the study will be submitted to the Division's Superintendent in Bukidnon. Afterwards, once the sources agree to let the researcher use their instrument and the letter to the Superintendent is approved, the researcher will approach the head of the school with the communication letter for distributing the questionnaire.

After seeking approval, the researcher will ask Mr Noel Ba, the Don Carlos District I Alternative Learning System coordinator, and Angah, the coordinators, for permission to have their students serve as respondents in the study. The students study. The study will be conducted using simple random sampling. The questionnaire will then be distributed to them. When the respondents have finished answering the questions, the researcher will tally, analyze, and interpret the gathered data with the help of an expert statistician. Lastly, the researcher will present the conclusion and recommendations based on the study's findings.

### Statistical Techniques to be Utilised

The Alternative Learning System learners of Don Carlos District I and II, who were officially teaching learners in the different Community Learning Centres (CLC) or schools implementing the Alternative Learning System Accreditation and Equivalency (A&E) Program for C.Y. 2022-2023, were included in this study. The figure below

shows the total population of Alternative Learning System learners at the Junior High Level.

Junior Secondary School	Number of Students
District I	150
District II	100
<b>Total</b>	<b>250</b>

The researcher used the entire population of Alternative Learning System learners in Don Carlos District I and III in this study, as the learner-respondents consisted of three hundred (300) secondary-level (SL) learners. This research focused on a parameter strictly defined by the following qualifications: Alternative Learning System (ALS) Organizational Support and Students' Motivation on Reading Proficiency.

**Participants or Respondents of the Study**

The respondents of this study are selected Alternative Learning System students from

secondary level (SL) in Don Carlos District I and III who were enrolled in the school year 2022-2023. The research chooses one hundred fifty (150) select students from District I and one hundred fifty (100) select students from District III at the secondary level.

Most of our learners' responses are at the Junior High school level. Who are enrolled on different barangays in Don Carlos District I and III. They will be selected through a simple random sampling method.

**Table 1.** Respondents of the Study

Junior Secondary School	Number of Students
District I	150
District II	100
<b>Total</b>	<b>250</b>

**PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents the analysis and interpretation of data gathered from the respondents in the study, which are significant for testing the hypothesis. Tables and other figures were also presented in this chapter to facilitate data analysis. The order of presentation follows the sequence identified in the study.

Organizational support in Don Carlos District I and III in the Alternative learning system was categorized into two parts: Parent support and

Teacher's support. The table shows the average weighted mean values and a qualitative description of the student's organizational support in reading proficiency in relation to parent support.

The table below shows that parents lack support for students, especially in Reading. Most of the students in Alternative Learning ought not to read because their parents lack guidance. All six indicators have a descriptive "once in a while", which means parents are most likely addressing/supporting their students in reading only once in a while.

**Table.2** Parents' Organisational Support to Students' Reading Proficiency.

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
Do your parents let you read at home?	1.8280	Once in a while	Very low
Do you read to someone at home?	1.7280	Once in a while	Very low
How long do you read at home?	1.2920	Once in a while	Very low
Do your parents read to you at home?	1.1920	Once in a while	Very low
Do your parents talk to you about what a story means?	1.1920	Once in a while	Very low
Do your parents ask you questions about the pictures?	1.5720	Once in a while	Very low
Do your parents let you read at home?	1.3720	Once in a while	Very low
Do you read to someone at home?	1.2320	Once in a while	Very low
Overall Mean	1.4260	Once in a Agree	Very low

LEGEND:

Rating Scale	Descriptive Rating	Qualitative interpretation
1	Once in a while	very low
2	Sometimes	Low
3	Fairly often	High
4	Frequently, if not always,	very high

The second part is the Teachers' support in organizational support for reading proficiency. Every Teacher's job is to teach students how to read. Table 2 shows that teachers are very supportive of students' reading, as indicated by the first indicator. Some of the indicators show a very

low interpretation, such as the second indicator, "Do you read at school?", which has a rating of only 1.42. The overall rating of 1.426 indicates that teachers only support students in the Alternative Learning model occasionally.

**Table 3.** Teachers' organizational Support for the Students' Reading Proficiency

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
Does your Teacher let you read at school?	3.4618	Fairly often	High
Do you read to someone at school?	1.4120	Once in a while	Very low
How long do you read at school?	1.7080	Once in a while	Very low
Does your teacher read to you at school?	2.7000	Sometimes	Low
Does your teacher talk to you about what a story means?	2.5720	Sometimes	Low
Does your teacher ask you questions about the pictures?	2.4280	Sometimes	Low
Does your teacher ask you what words mean?	2.5480	Sometimes	Low
Does your teacher ask you what is happening in the story?	3.0800	Fairly often	High
Overall Mean	1.4260	Once in a while	Very low

LEGEND:

Rating Scale	Descriptive Rating	Qualitative interpretation
1	Once in a while	very low
2	Sometimes	Low
3	Fairly often	High
4	Frequently, if not always,	very high

The table below shows the students' motivation in reading proficiency in terms of reading efficacy. The students in the alternative learning system show a great improvement in the first indicator, "I know that I will do well in reading next year, with

a mean of 2.38. Most students in alternative learning systems are below-average readers because many are working or have other priorities besides reading.

**Table 4.** Motivations of Students in Reading Proficiency in terms of reading efficacy.

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
I know that I will do well in reading next year	2.3880	Sometimes	low
I am a good reader	1.3520	Once in a while	Very low
I learn more from Reading than most students in the class	1.2760	Once in a while	Very low
In comparison to my other school subjects, I am best at Reading	1.2200	Once in a while	Very Low
Overall Mean	1.426000	Once in a while	Very Low

LEGEND:

Rating Scale	Descriptive Rating	Qualitative interpretation
1	Once in a while	very low
2	Sometimes	Low
3	Fairly often	High
4	Frequently, if not always,	very high

The table below shows the students' motivations for reading proficiency in terms of reading challenge. While most students like to read when they are challenged to do so, students in the alternative learning system received very low

ratings. Students do not have an urge to read more or understand it for personal reasons. The overall rating shows how low students perform in reading.

**Table 5.** Motivations of Students in Reading Proficiency in terms of reading challenge

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
I like hard, challenging books	1.4240	Once in a while	Very low
If the project is interesting, I can read difficult material	1.4840	Once in a while	Very low
I like it when the questions in books make me think	1.4560	Once in a while	Very low
I usually learn difficult things by reading	1.4800	Once in a while	Very low
If a book is interesting, I do not care how hard it is to read	1.4840	Once in a while	Very low
Overall Mean	1.5590	Once in a while	Very low

LEGEND:

Rating Scale	Descriptive Rating	Qualitative interpretation
1	Once in a while	very low
2	Sometimes	Low
3	Fairly often	High
4	Frequently, if not always,	very high

Students are always curious, especially when they encounter new things. Table 4 below shows students' motivation for discovering new things. They lacked motivation, resulting in very low

survey results. With a total of 1.484, which interprets as very low, students really need to find a solution to it.

**Table 6.** Motivations of Students in Reading Proficiency in terms of reading curiosity

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
Suppose the Teacher discusses something interesting. I might read more about it.	1.7480	Once in a while	Very low
If I am reading about an interesting topic, I sometimes lose track of time	1.7400	Once in a while	Very low
I read to learn new information about topics that interest me	1.3920	Once in a while	Very low
I read about my hobbies to learn more about them	1.3560	Once in a while	Very low
I like to read about new things	1.3920	Once in a while	Very low
I enjoy reading books about people in different countries	1.2800	Once in a while	Very low
Overall Mean	1.484667	Strongly Agree	Most of the time

LEGEND:

Rating Scale	Descriptive Rating	Qualitative interpretation
1	Once in a while	very low
2	Sometimes	Low
3	Fairly often	High

4	Frequently, if not always,	very high
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The table below shows the Motivations of Students in Reading Proficiency in terms of the importance of Reading. We have only two indicators to determine whether students are motivated by the

importance of Reading. Based on the table below, students have a very low Qualitative rating for the importance of reading, since they only realised how important reading is once in a while.

**Table 7.** Motivations of Students in Reading Proficiency in terms of the importance of Reading

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
It is very important to me to be a good reader	1.7600	Once in a while	Very low
Compared to other activities I do, being a good reader is very important to me.	1.8800	Once in a while	Very low
Overall Mean	1.8200	Once in a while	Very low

LEGEND:

Rating Scale	Descriptive Rating	Qualitative interpretation
1	Once in a while	, very low
2	Sometimes	Low
3	Fairly often	High
4	Frequently, if not always,	very high

The table below shows students' motivations for Reading Proficiency regarding competition in Reading. Some students ought to be challenged and compete with their classmates or friends. In the alternative learning system, students have a low to very low rating towards competition. The highest indicator that it has is in the first indicator,

"I try to get more answers right than my friends", which has a 2.3460 mean. Moreover, the lowest is the second indicator, "I like being the best at reading," with a mean of 1.9280. It just shows that students prefer to have the right answer from their friends rather than being the best at Reading.

**Table 8.** Motivations of Students in Reading Proficiency in Terms of Competition in Reading

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
I try to get more answers right than my friends	2.3480	Sometimes	low
I like being the best at Reading	1.9280	Once in a while	Very low
I like to finish my Reading before other students	2.0840	Sometimes	low
I like being the only one who knows the answer to something we read	2.0880	Sometimes	low
I need to see my name on a list of good readers I	2.0200	Sometimes	low
I am willing to work hard to read better than my friends	1.3480	Once in a while	Very low
Overall Mean	1.4260	Once in a Agree	Very low

LEGEND:

Rating Scale	Descriptive Rating	Qualitative interpretation
1	Once in a while	, very low
2	Sometimes	Low
3	Fairly often	High
4	, Frequently, if not always	very high

Table 8 shows students' motivation for reading proficiency in terms of recognition. Even though most students do not care about grades and about

Reading. Alternative learning system students tend to have a deal when it comes to recognition. According to the data, they are sometimes into

**Table 9.** Motivations of Students in Reading Proficiency in terms of Recognition in Reading.

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
I like having the Teacher say I read well	2.6715	Sometimes	low
My friends sometimes tell me I am a good reader	1.9453	Once in a while	Very low
I like to get compliments for my Reading	2.0803	Sometimes	low
I am happy when someone recognises my Reading	2.6934	Sometimes	low
My parents often tell me what a good job I am doing in Reading	2.0292	Sometimes	low
Overall Mean	2.2839	Sometimes	low

LEGEND:

Rating Scale	Descriptive Rating	Qualitative interpretation
1	Once in a while	very low
2	Sometimes	Low
3	Fairly often	High
4	Frequently, if not always,	very high

The table below shows students' motivations for Reading Proficiency by grade level. The results show that only one indicator received a high score: the first, "Grades are a good way to see how well

you are doing reading." It has a mean score of 3.3723, which is fairly high compared to the other indicators.

**Table 10.** Motivations of Students in Reading Proficiency in Terms of Reading Grades

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
Grades are a good way to see how well you are doing in Reading	3.3723	Fairly often	high
I look forward to finding out my reading grade	1.8431	Once in a while	Very low
I read to improve my grades	1.6606	Once in a while	Very low
My parents ask me about my reading grade	1.4380	Once in a while	Very low
Overall Mean	2.075	sometimes	low

LEGEND:

Rating Scale	Descriptive Rating	Qualitative interpretation
1	Once in a while	, very low
2	Sometimes	Low
3	Fairly often	High
4	Frequently, if not always,	very high

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study presents the summary, conclusions, and recommendations on organizational support and motivation for reading proficiency among Alternative Learning System students in Don Carlos Districts I and III.

#### Summary

The study was conducted to determine the difference between organizational support and motivation in students' reading proficiency in the Alternative Learning System. A survey

questionnaire was adapted to answer the 4 four problems. The study was conducted at Don Carlos Community Learning Centre (CLC). The researcher limited the study to secondary-level (SL) Alternative Learning System learners within the locality of Don Carlos, Bukidnon. There are approximately 250 selected Junior High School Alternative Learning System students in the school year 2022-2023 to examine the relationship between organizational Support & Motivation and students' Reading Proficiency.

Based on the data shown, students of the Alternative Learning system lack support in

reading, especially from their parents. The results showed a slight interest in Reading proficiency, which has always been present in the alternative learning system.

## CONCLUSION

The study's findings led to the following conclusions. The student's Reading proficiency needs more attention and support from teachers and parents. The students in the Alternative Learning System need more attention, especially since they are out-of-school youths who opted to return to school. Their Motivation in Reading is so poor that they are ok if they are good readers or not.

## Recommendations

- The curriculum planners may consider the findings of the study while developing reading-related curriculum, as it will provide insight into the teaching and learning process.
- The administration of technical institutions may utilize the results for determining the attitude of the students taking technical education, which in turn will improve the performance of students.
- This study may be helpful for the administrators of Don Carlos I and III for identifying the kind of students who need more guidance in Reading proficiency, because taking into consideration the students' attitude towards Reading might provide information about their learning, such as academic achievement.
- Similar research should be conducted in other provinces to improve reading proficiency-related attitudes and achievement in Reading and to facilitate better decision-making

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