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Sources of Aspirations and Self-Esteem Among Alternative Learning System (ALS) Students

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Abstract –This study sought to evaluate the relationship existing between sources of aspirations and self-worth of students undergoing Alternative Learning System type of education. This research used the mixed method design. The respondents of this study were composed of two hundred (200) individuals from Batangas province who are currently enrolled in the Alternative Learning System (ALS). The respondents considered health and God's love as their source of aspiration and self-esteem respectively.

There was a significant difference on sex regarding to community while health, image and personal growth has shown importance on occupation, also with civil status on fame and image. Grade level has a significant difference on overall health as the source of aspiration. The respondents considered health and God's love as their source of aspiration and self-esteem respectively. Personal character has emerged as the theme in the qualitative analysis for the sources of self-esteem while having a moral disposition for the sources of aspiration. There was a significant difference on sex regarding to community while health, image and personal growth has shown importance on occupation, also with civil status on fame and image. Grade level has a significant difference on overall health as the source of aspiration. In finding the source of self-esteem it resulted to have a significant difference on age with competition, while sex and occupation on approval from others. All variables used in the study showed a relationship except for the community attainment in the sources of aspiration.

Keywords –Health, personal growth, moral disposition

INTRODUCTION

In this time and age, we still find it bizarre to have a schoolmate that is not in the same age range as ours. Most of the time students stare at them and are very curious about what kind of reason does this person have for being at school at a late age. Those people are called thresholders; they are those people who are willing to have some further education yet experienced different hindrances in their lives as described by Goto and Martin in research that they conducted among adults who decided to go back to school [1].

To receive a free primary education is one of the rights of a person, here in the country even though it is complimentary. Still, a lot of people doesn't have the pleasure to do so due to unfortunate circumstances. Fortunately, under the Department of Education, they constructed the ALS, which administers the formal and non-formal type of education. The difference of this system according to study [2], is that they have mobile teachers and administrators that conduct classes outside the classrooms and find a suitable time where they can meet each students schedule and various needs to give those students a chance to learn in accordance to their convenience. Through this system it would help giving those people a chance to fulfill their aspirations, it would also increase their social mobility and their sense of belongingness to a group.

Forming an independent identity makes people want to contribute to their society through their aspirations. A community 's aspiration is dynamic if people 's aspirations come as one it can create a massive difference in the community [3]. Just like any other students, thresholders are also driven by their aspirations. Aspiration was first used by Shakespeare; it is known to be the desire to be recognized or to have an identity, it is the person who we wish we could become along with one's expectations and capabilities, it aids to improve one's status [4]. Aspirations serve as one's driving force towards their goals, it characterizes our goals. Aspirations vary from time, and it continually changes depending on the situation, it can be related to the aspects of life.

In the context of aspiration index, as cited that aspirations have two groups the intrinsic and extrinsic. Inherent aspirations are those related to meaningful relationships, personal development, physical health, and community involvement, while extrinsic aspirations focus more on one's fame, money, and image and there is a three-level characterization for the conditions of self-worth. First is strong, the individual has a positive mental self-portrait and is impervious to sentiments. Second is vulnerable, the individual has a positive mental self-view yet is helpless against an apparent danger of emotions. Lastly is the shattered, the individual doesn't consider themselves to be profitable or adorable and might be overpowered by emotions [5].

This study was inspired by an investigation study about the relationship of intrinsic and extrinsic of aspirations and the internal and external domains of the contingencies of self-worth conducted. They conducted this study among Iranian university students. They have found that the intrinsic aspirations and internal contingencies of self-worth, the same with the extrinsic and external, showed a pattern and that they were positively correlated. The researchers also concluded that is has consistency with foreign factor samples and it predicted variables that was related to well-being, affirming other researches in the past [6].

This study, aspiration and self-worth among ALS students will help the researchers to have a better understanding in the sense of one's own value or worth as a person. The outcomes of this study may help uplift the spirits, self-confidence, give hope, academic performance of the present and upcoming students of Alternative Learning System and to abridge present knowledge of self-worth and aspirations. It also has policy implications for adopting coping strategies for students with low self-worth to enhance their academic performance and to summarize current knowledge of self-worth and aspiration. Evaluating one's self is crucial to the Alternative Learning System especially those students who feel worthless and hopeless.

OBJECTIVES

This study aimed to explore the relationship between This study sought to evaluate the relationship existing between sources of aspirations and self-worth of students undergoing Alternative Learning System type of education. Specifically, it aimed to determine sources of aspirations and self-worth of the respondents; determined if there is a significant difference on the variables of the study when grouped according to profiles such as sex, age, grade level, occupation, and civil status; tested significant relationship between variables of the study.

METHOD
Research Design

This research used the mixed method design, it is composed of qualitative and quantitative research for collecting, gathering, and analyzing data. The Sequential Explanatory design as cited [7] is utilized in this study this design has two parts which is the quantitative which is the phase of collecting the data such as information about quantities, therefore numbers and the second part, the qualitative, those phenomenon which can be observed but not measured like language as stated [8], it is where questions are formulated for further clarification of the findings in the quantitative part.

Participants

The respondents of this study were composed of two hundred (200) individuals from Batangas province who are currently enrolled in the Alternative Learning System (ALS). The participants were gathered according to the schedule of their availability in class. Most of the participants were composed of male students, frequently on the eighth grade and almost all of the participants were single on their civil status. Furthermore, most of them have no occupation which is composed of 72.5% of the total number of respondents, same goes for the number of participants in the age range of fifteen to twenty (15-20).

Measures

Aspiration Index. This was the instrument used in this study to evaluate respondents' aspirations through their intrinsic and extrinsic sources of aspirations. It is composed of seven categories with five specific items per group. The seven groups include the extrinsic aspirations of wealth, fame, and image; the intrinsic aspirations of meaningful relationships, personal growth, and community contributions; and the aspiration about health which turned out not to be explicitly either extrinsic or intrinsic. Participants rate: (1) the importance to themselves of each aspiration, (2) their beliefs about the likelihood of attaining each, and (3) the degree to which they have already achieved each. In each question they will rate their answers ranging from 1 to 7 (not at all, moderately, very). The score is calculated through averaging the subscales scores. The aspiration index scale has the Cronbach alpha of 0.91.

Contingencies of Self-Worth. This scale was utilized to determine sources of self-esteem. It assesses the seven sources of self-esteem namely: family support, competition, appearance, God's love, academic competence, virtue, and approval from others, it also has a five-item per category namely: Family support, Competition, Appearance, God's love, Academic Competence, Virtue, and Approval from others. They will rate their answers ranging from 1= strongly disagree to 7= strongly agree. Some items are reversely scored. In scoring the items, the sum the answers to the five items for each respective subscale score and divide each by 5. The subscales have the Cronbach alpha ranging from 0.82 to 0.91.

Interview Guide. This is a set of open-ended questions that is composed of fourteen (14) questions for self-worth and seven (7) questions for the aspirations, a total of twenty-one (21) qualitative questions. Each question is based on the subscales provided by each scale. Randomly selected respondents will be interviewed and be asked with these questions, approximately it will take fifteen minutes (15). These questions are formulated in correlation with the variables, to further examine the authenticity of the scales and to know if the respondents understood the questionnaires they answered.

Procedures

The researchers, firstly, came up with this topic and gathered related researches and articles regarding the topic. After gathering information and consultation with the research adviser, the researchers looked for instruments thatwill be used to measure the variables, they also reached out to the authors of the instruments used and asked permission to use and translate their scale in Filipino, when the first half of the paper was done, they proceeded to data gathering. The researchers started to collect quantitative data as they went to various ALS learning center to meet the respondents. Upon meeting the respondents, the researchers introduced their names to the participants and asked for the permission of the respondents if they are willing to participate in the study. Soon as the respondent agrees to participate in the said study, the researchers will introduce the consent letters to the participants to agree to the terms and conditions of the said study. As the respondents signed the consent forms, the researchers now introduce the variables being studied in the research paper. Then, inform them that there is a total of 140-item that is needed to be answered by them.

After answering the questionnaires by the respondents, an interview is conducted. After everything needed was filled by the participants, the researchers thanked the respondents in actively and supportively participating in the said study. The interview came after the quantitative data gathering where the researchers picked twenty (20) random respondents for the qualitative interview. The data gathered was encoded and was sent to the statistician for the final scoring. Thereafter, the final output was obtained, and the data and tables were organized and analyzed, the researchers looked for related researches according to the results. The answers from the interview was transcribed and grouped according to the themes that emerged.

Data Analysis

In this research study the researchers used both qualitative and quantitative analysis of data. The data was encoded, tallied, and analyzed using SPSS. Mean, weighted average mean, standard deviation was used for the raw scores that were obtained through the quantitative analysis. The test of differences using one-way ANOVA, T-test and correlation coefficient to determine if there are relationship and statistical significance among the variable of the study and relationship will be utilized in interpreting the results of this study. Thematic analysis is also be used to analyze the qualitative information and to have a clear thought of unrelated materials for the researchers to formulate related themes, the researcher specifically used inductive thematic analysis where the genuine data gathered was used as the basis for the structure of analysis according to Braun and Clark (2006). The Interpretative Phenomenological Analysis (IPA) was also used in this study which gives the detailed examination of the personal experiences lived by the ALS students, developed by Jonathan Smith, it is a qualitative approach which the lived experiences told by the respondents are written in their own terms rather than being explained by theoretical preconceptions and it distinguishes that it is an interpretative endeavor as humans. (Smith, 2015)

RESULTS AND DISCUSSION

Table 1 shows that health topped the rank as the source of aspiration with the mean average of 6.02, while the level of aspiration regarding fame got the lowest with the mean average of 4.477.

Health indeed is a major aspect of a person to achieve his/her aspirations, having a healthy life is not that easy to have especially for an economically challenged person, health does not only affect a single person but also theirsurroundings.

Table 1. Sources of Aspirations Among the Respondents

	Importance	Rank	Likelihood	Rank	Attainment	Rank	Average	Rank
Extrinsic								
Wealth	5.547	5	5.477	5	4.142	5	5.056	5
Fame	4.889	7	4.798	7	3.742	7	4.477	7
Image	5.072	6	4.974	6	4.068	6	4.706	6
Intrinsic								
Personal	5.988	4	5.713	4	4.455	4	5.389	4
Growth	6.210	3	5.956	2	4.868	2	5.682	2
Relationship								
Community	6.269	2	5.952	3	4.555	3	5.594	3
Health	**6.533**	**1**	**6.271**	**1**	**5.227**	**1**	**6.012**	**1**

Scoring Information: The scores in theaverage indicate the level of aspiration among the respondents.

Together with pursuing higher education, health became the most aspired aspect in their lives because if this aspect is affected and so as one's performance in school and other activities. Fame got the lease importance in terms of life aspirations, according to the qualitative interview regarding to fame, the respondents felt that they don't need much from this aspect for most of them aspired to be known as a simple person with good values for they don't have the luxury to be famous. As one person cannot provide all their needs, they only have their bodies to take care of and they treasure what they have, their physical health. Maintaining their absolute health is one of the most important sources of their aspirations because if their bodies are not holistically healthy, they won't be able to function.

Education is always connected with health and this connection takes us on a serious note that poor health causes educational delays and does affect academic performance in school, and this is just one of the three factors discussed relating to education and health [9]. Another factor is that education can create opportunities for better health, according to researches that people with high educational degree holders do have more resources because they have a higher rate of employment and high paying salaries, better work benefits, they know how to provide for their health needs, they understand their health condition and they are knowledgeable about how to handle their situations and they live in a stress-free environment, they suffer less on times of social and economic hardships unlike those people with lower educational attainment they experience less of these and have fewer resources, evenpsychological needs like social support, sense of control over life, and high-self esteem. The third factor is that education and health affects one's condition throughout their lives, conditions such as biological factors, socioeconomic and environmental problems, poverty, which hinders a child's chance of developing different skills, like learning. Social policy unquestionably affects the education system but for people with less educational attainment, they are prone to less access to support service, health care, and other aids by the government.

There has been a drastic change in the aspirations of students over time, from ―wanting to do‖ to ―who to be‖. Most answers gathered from the survey are related to students aspiring to be rich and famous. These responses show what really our society's fixation is that is fame and money, in a conference, it is discussed then that media is one of the major factors and that teachers must teach their students about character education and that fame and money cannot be attained overnight. The speaker tackled in his discussion that first and foremost we must instill values and resilience on the students, so they can have a more attainable goal rather than being fascinated on shallow ones. We must focus on implanting students to have a sense of purpose on vocational aspiration rather than having them seek attention and glory from the spotlight [10].

Emergence of Moral Dispositions to the sources Aspirations among ALS Students

The theme that emerged among all the answers that stood out is having a moral disposition. As a person with moral dispositionhe/she has a standard of behavior that is made up from personal and social values.

Table 2 indicates that God's Love ranked first with the highest mean score of 5.909, followed by Family Support with the mean score of 5.311 and placed as the third, with the mean score of 5.280 is Virtue. Approval from others got the last place in the rankings with the mean score of 3.245.

Table 2. Sources of Self-worth among the Respondents (n = 200)

	Mean	Rank
Family Support	**5.311**	**2**
Competition	5.010	5
Appearance	4.217	6
God's Love	**5.909**	**1**
Academic Competence	5.265	4
Virtue	**5.280**	**3**
Approval from others	3.245	7

For Interpretation: Mean scores with the highest value is ranked as 1 as the highest and rank 7 as the lowest, shows the individuals' level of self-esteem.

Being spiritual is one of the dominant traits of the Filipinos even up to this day. Whenever they have problems, calamities experienced, even good things that happened to them they all live it up in the name of their divine creator. They feel that they are secure and someone is watching over them and they believe that they are made out of God's love. That is why it is not a question why religion is on the top of the list where the respondents gather their sense of worth. It is in their strong belief and faith that runs through them and the teachings and words they follow also develop their inner sense of worth on why they are here on earth. Sincepeople gather most of their self-worth on God's love they tend to focus less on other people's opinion and judgment towards them, most people always tend to see our negative side and makes you feel inferior although sometimes as said by the respondent son the interview, they still need others approval but not all the time because they have their own lives and have their own decision to make.

Plenty of study were conducted that tells that the more the respondents feel the presence of God's love, His presence and guidance towards them the more likely they affirm that they are worth it. Through prayers, worships and other religious activities that gave them a way to commit their lives to a divine being as someone who they consider ―the ultimate friend‖, as one study says, were associated with higher self - esteem, self-worth, and self-respect. People of all ages that belief in God's love gains more optimism even if they are struggling, they become less anxious and depressed knowing that they have God with them all the way. Believing and obtaining the feeling of security and love from God are very influential to obtain a rich sense of self-worth and self-respect [11].

Family support is where each family member plays a role in keeping their relationship harmonious and the parents reinforce the proper development of their children. Virtue is the way people think and act what is morally right and avoiding what is wrong, it is the quality of goodness in a person [12].

In an article [13], external source of self-esteem is called ―other-esteem‖ the fact that being approved by others makes us feel betterfor ourselves but we forget that we still have our inner self, we remove the authenticity of our self-worth or we reject our self, the self-becomes a subsidiary of other people's affirmations. It is in the culture that people mold themselves in what others think as an acceptable manner rather than being themselves. The aftermath of this will that other people will be the judge of your own worth. Self-esteem must be developed within so it can radiate outward.

People's main source of self-worth came from God's love as proved by different studies done across time, the things they do that are related to their faith in God resulted to them feeling more valuable because they have done the things that was in-line with what God taught them. Seeking for other people's approval makes a person feel less worthy because he/she feels like their decision alone is not good enough and then they feel less important.

Table 4 indicates the result of the qualitative analysis of the contingencies of self-worth of Alternative Learning System (ALS) students. It is consisting of valuing oneself which are intrapersonal and interpersonal factors together with positive view of the self and support system. Likewise, positive influence of competition, courage, self-respect, self-determination, feeling of contentment and lastly family assistance.

In an article [14] discovered his achievements had not given him satisfaction or an inward happiness. Modesty and trustworthiness, weren't high on his own accomplishments. He achieved a point where he felt his genuine achievement should have been the gain of an inward peace.

The table supports the quantitative data of Alternative Learning System (ALS) students. Responses reveal how they value their self and how they show their love to God.

Table 3 displays the qualitative analysis of the sources of self-esteem of Alternative Learning System (ALS) students. Personal character emerged as themain theme of the data gathered which is from the category individual viewpoint and its subcategory positive attitude.

Table 3. Emergence of Personal Character on Sources of Self-esteem among ALS Students (n=20)

R	Transcripts	EmergingConcept	Subcategory	Category	Theme
14	*Minsan mahalaga ang kumpetisyon sa buhay dahil para sa akin ay mas makakaya kong makamit lahat ng gusto ko*	Sense of optimism and goal orientedness			
3	*Mahalaga ito dahil nagkakaroon ako palaging lakas ng loob*	Sense of courage			
18	*Hindi po dahil kaya kong igalang ang sarili ko kahit ano pang hitsura ko*	Sense of self-respect			
10	*Hindi naman dapat sa iba pa manggagaling kung ano ba talaga ang dapat na tinggawin dahil nasa sa atin sarili nating desisyon*	Being independent	Positive Attitude	`Individual Viewpoint	Personal Character
7	*Oo, nakatutulong ito, kung iginagalang natin ang sarili natin natututo tayong maging kuntento*	Sense of self-respect			
11	*Mahalaga ang suporta ng pamilya sa pagkat dito nagkakaroon ng pagtutulong tulong ang miyembro ng bawat pamilya*	Family Orientedness			
2	*Ang halaga ng suporta ng pamilya ay walang kapantay dahil handa sila magtulungan*				

Success in today's world puts a higher premium on character qualities‖ [15]. Most employees are required to have collaborative skills and but as seen recently more students prefer to individually do their tasks. According to various research, they found lots of personality traits that are predictors of success in life or being able to reach one's goals. More western countries are leaning towards scientific research on education in character building as it is not about which traits matter but on how to measure and on how to effectively teach them specifically their grit, open mindedness, and optimism. Although academics still plays a role, it doesn't get the student that far when he/she handles a problem, character skills like self-regulation etc. also has its role. It is closing the gap between the high- and low-income students through this type of education although the best ways to teach these characters are not yet been found good enough by research many countries like the United Kingdom are spending big on helping to improve those researches.

Table 4 shows that there are significant relationships between the differences of life aspirations of the respondents when grouped into sex, civilstatus, & occupation. There is a significant difference on occupation on wealthimportance, image average, personal growth importance, and health importancewhile civil status has a significant difference on fame likelihood, image importance,image likelihood, image average. Sex has a significant difference on communityattainment and on average. Other subscales that were not significant at all aspectswere removed in this table and other related tables.

Married together with widowed status made a significant difference on all aspects according to profiles, as married people have more likelihood on fame, and image.Females have more attainment in the community according to the data obtained. Settling down or after marriage comes where a person looks back on the achievements they have made on their own lives when they were not married, entering this new chapter of their lives they set new goals as a married couple,these goals like fame, image importance, and likelihood, they set where far more ambitious than they had before for the reason that they have a partner to achieve this kind of goal and for starting a family they want what's best for them so they aim high.

In the community where everyone plays a role, females are more inclined in participating in the community because most of the women are unemployed, they focus more on the community to provide a better environment for their children, and in this community they find other women with the same goals.

This generation where people's mind is molded through the internet, it is affecting their view on life as their aspiration to be known increases and to climbs the social strata. They are becoming less concerned of what is happening around them, it will only poke their attention if it would affect them. For students who aims to be somebody in the future they fiercely face and accept challenges to not only reach their goals but to also improve themselves.

Table 4. Differences on Sources of Aspirations When Grouped According to Profile Variables (n=200)

	Age			Sex			Civil Status			Occupation		
	t/F	p − value	VI	t/F	p − value	VI	t/F	p − value	VI	t/F	p − value	VI
Wealth												
Importance	1.099	0.351	NS	-0.094	0.925	NS	0.886	0.414	NS	1.74	0.025	S
Fame												
Likelihood	0.488	0.691	NS	-0.67	0.503	NS	4.182	0.017	S	1.041	0.418	NS
Image												
Importance	1.48	0.221	NS	-0.27	0.787	NS	3.043	0.05	S	1.535	0.065	NS
Likelihood	1.445	0.231	NS	0.018	0.986	NS	4.399	0.014	S	1.371	0.13	NS
Average	1.881	0.134	NS	-0.615	0.539	NS	4.193	0.016	S	1.64	0.04	S
Personal Growth												
Importance	0.537	0.657	NS	-0.989	0.324	NS	1.971	0.142	NS	1.62	0.044	S
Community												
Attainment	0.889	0.448	NS	-2.355	0.02	S	0.073	0.93	NS	0.93	0.559	NS
Average	2.206	0.089	NS	-2.028	0.044	S	0.477	0.621	NS	0.952	0.53	NS
Health												
Importance	0.934	0.425	NS	-0.61	0.542	NS	1.105	0.333	NS	1.634	0.041	S

For interpretation: Mean difference is significant at 0.05 level VI = Verbal Interpretation, S = Significant, NS = Not Significant

, but for students who are struggling with financial instability their performance in school and self-worth is badly affected and their future may seem a little bit dark because in the real world, people who are economically challenged are given less opportunities. In a third world country, it 's always been an issue to grant students free education especially when the country can't cover all its related expenses. A study concluded that students feel the financial stress that affects a student 's academic performance. 94% of student needed extra funding for their fees in school, most of them got loans or applied for part-time jobs, or in a worst case drop out of school. This type of students can 't solely rely on their family 's monetary support this is whymost of them aspires financial stability or acquire and give much value to wealth. With this type of problems students face they get less involved-on school activities and other academic happenings that deprives their chance to develop, learn and socialize. Schools and universities should also play a role in helping a student with their expenses, they should pay more attention to students who experience financial stress [16].

A survey was done across generation and the study looked into attitudes of people towards their social, environmental, and political concerns as people before, they were more involved in the said aspects but compared of what people especially younger people who belong in the new generation were more focused on the extrinsic goals as they have a new perspective on

fame, money, image and has become their new central life-goal. They have become more attune with improving their selves and how the society thinks and how it sees them, and less on awareness on their surroundings [17].

In a world where sexes battle for equality and attention, their roles in the community is still unchanged. As the country's economic growth progresses but there is this inequality happening in men and women's access to capitals, resources, tools and other things it is concerned. The society views women as the one responsible for household, works and children as men are the wage-earners, There are lots of organizations together with the government empowering gender equality roles and to help them feel secure and protected by legal rights [18].

A person's personal growth can be defined as a change in behavior, a change in thoughts, feelings, experiences that is adaptive or resilient. Personal growth can be the driving force of a person to achieve their goals or to improve themselves in different areas. A study conducted [19], they have studied personal growth initiative of the students according to the type of school they go and gender. The result of their study was there was no significant difference in the type of school the student goes, either public or private. And there is also no significant differences based on gender, male or female. According to an article [20], personal growth in choosing your job is important because along the way

you might lose yourself in the process. It is said that one must pay attention to the job they plan to be hired for because doing things that don't really challenge you, inspires you, or goes with the same beliefs as you do lessens the chance of one's personal growth. Personal growth is significant in the field of work and occupation that is why people tend to pursue higher form of education.

The study about people with socio-economic disparities in health have found the people with the lowest occupational position was seen related to poor health and the relationship declined as the people with better health conditions have higher job positions. They also found that those who have less educational background with risk to bad health or has some health conditions also falls on the bottom part of job positioning [21].

Table 5. Differences on Sources of Aspirations when grouped according to Profile Variables - Grade Level Started (n=200)

	Year Started		
	t/F	p –value	VI
Relationships			
Importance	2.302	0.014	S
Health			
Importance	3.709	0.000	S
Likelihood	1.979	0.038	S
Average	1.949	0.041	S

For interpretation: Mean difference is significant at 0.05 level VI = Verbal Interpretation, S = Significant, NS = Not Significant Relimp = Relationship Importance, Healthimp = Health Importance, Healthlike = Health Likelihood, Healthave = Health Average

As seen in Table 5, there is a significant influence in the year started on relationship importance, and health importance, likelihood, and average. However, there is no significant influence on the year level and year stopped on relationship importance, and health importance, likelihood and average.

Based on the given results, it shows that Grade 5 has a greater relationship importance than kinder 2. On health importance, it shows that Grade 3 is significant than Grade 8. When it comes to health likelihood and average, Grade 3 is significant than Grade 4.

Diligent teacher-student strife all through the elementary years improves the probability that young people will display negative externalizing practices so it is imperative for educators to construct peaceful connections at an early age with kids in danger for social issues. An ongoing investigation looking at understudy educator connections all through primary school (first through the fifth level) found that teacher-student familiarity connectedto gains in perusing accomplishment, while teacher-student struggle identified with lower levels of perusing accomplishment [22].

Taking a stab at well-being might be a function of fulfilment of different objectives and thusly, health states influence essential life desires and there might be a tradeoff among well-being and other vital life domains, like family or employment. In total, in the present investigation, the researchers will separate among methodology and evasion well-being aspirations. Their singular significance is conceptualized as inclination, that is their relative significance as compared to other life interests. Upon summarizing all the studies, it is basic for teachers to build soothing associations with children in danger for social issues. All through grade school found that educator understudy recognition associated with increases in scrutinizing achievement, while educator understudy battle related to bring down levels of examining achievement. Trying prosperity may be a component of satisfaction of various targets and consequently, wellbeing states impact fundamental life wants that there may be a tradeoff among prosperity and other crucial life spaces, similar to family or work [22].

Table 6. Self-worth among respondents when grouped according to Profile Variables (Age, Sex, Civil Status, & Occupation)

	F	Age p – value	VI	F	Sex p – value	VI	F	CS p – value	VI	F	OC p – value	VI
Competition Academic	4.206	0.007	S	0.795	0.428	NS	0.823	0.441	NS	1.172	0.276	NS
	1.274	0.284	NS	-1.624	0.106	NS	3.049	0.05	S	0.814	0.711	NS
Competition Approval From Other	2.547	0.057	NS	2.99	0.003	S	1.415	0.245	NS	1.61	0.046	S

For interpretation: Mean difference is significant at 0.05 level
VI = Verbal Interpretation, S = Significant, NS = Not Significant, CS = Civil Status, OC =Occupation

Table 6 shows that there is a significant difference on self-worth on the subscales: competition for the age profile, academic competition for civil status, and approval from other for the occupation and sex, when grouped according to age, sex, civil status, and occupation.

Based on the given results, it shows that ages 25-30 has a significant influence in competition when compared to ages 30 above. It also shows that when it comes in academic competition, married status is more competitive than single, widowed, and separated status. On the other hand, it shows that convenience store employees need more approval from others when compared to other occupation and males need also more approval than females. Middle aged people (25-30) tend to be more competitive than the latter because they are still at the peak of their career where they are still on the run to reach their career goals or reaching their limits, the latter group mostly in this stage, they are planning to settle down and start a family or set new goals as a married person. As a married person one can be competitive when it comes to academic because as the norms of this country, if one choses to settle down they must have finished their studies but in the case of these respondents where they have to go back to school at a later age, they tend to fit in to the demands of the society.

According to study [23], youngsters in their late teenagers and mid-20s remain at a significant point as they progress into adulthood. Despite the fact that they commonly have higher joblessness rates than more established laborers, the Great Recession and moderate recuperation have concentrated consideration on the difficulties youngsters confront while advancing from puberty and school into all day business empowering independence.

BBC's Editorial Complaints Unit (2016) supposed that females have a greater acknowledgment rate of force demands generally, yet when they're recluses and their sexual orientation is classifiable, they have a lower acknowledgment rate than men.

A recent report found that something is known as convenience orientation— a client's general inclination for advantageous merchandise and ventures—majorly affects purchasing decisions. The investigation additionally found that the impression of an administration's accommodation influences the general assessment of the administration. A different report in 2007 additionally found that comfort was the most significant factor in the utilization of cell phones for Internet shopping. A large number of dollars are being spent on the one-click patent debate since comfort majorly affects a client's choice to connect with an administration and can, in reality, diminish the expense to serve. Youths in their late youngsters and mid-20s stay at a noteworthy point as they advance into adulthood. BBC's Editorial Complaints Unit, assumed that females have a more prominent affirmation rate of power requests for the most part, yet when they're loners and their sexual introduction is classifiable, they have a poorer affirmation level than men. An ongoing report found that something is known as comfort introduction, a customer's general tendency for profitable stock and adventures, significantly influences buying choices [22].

Table 7 shows that when grouped into profiles such as their year level, year level they stopped and year level they started studying again, has no significant difference on their life aspirations.

A person should not be bothered by the year they spent studying at the end of the day what you need is the learning and experiences you had during those years that will help them to reach their goals and be an inspiration to others.

Table 7. Self-worth among respondents when grouped according to Profile Variables (Grade Level, Grade level Stopped, Grade level Started) n = 200

	t/F	YearLevel p –value	VI	t/F	YearStopped p –value	VI	t/F	YearStarted p –value	VI
FamilySupport	0.545	0.84	NS	1.107	0.359	NS	0.707	0.717	NS
Competition	0.784	0.631	NS	0.932	0.505	NS	0.683	0.74	NS
Appearance	0.749	0.663	NS	0.947	0.491	NS	1.369	0.197	NS
God's Love	0.894	0.532	NS	1.671	0.09	NS	0.927	0.509	NS
Academic Competition	0.778	0.637	NS	0.676	0.746	NS	0.695	0.729	NS
Virtue	0.881	0.544	NS	1.711	0.081	NS	0.543	0.858	NS
Approval From Other	0.844	0.577	NS	1.227	0.276	NS	0.633	0.784	NS

For interpretation: Mean difference is significant at 0.05 level

These participants are clearly not ashamed of what has happened to them, they are driven by their aspirations for a better future

The investigation [24] demonstrated that there was no relationship between the level of aspiration and accomplishment. Dwivedi talked about the reason might be that the majority of the understudies were observed to be overly hopeful. They expect increasingly and do less. In such a circumstance one may expect a negative connection. The explanation behind non-significant outcomes might be that the students are over hopeful yet not so over aspiring to permit an undesirable connection.

Table 9 displays the relationship between the variables of the study. Competition has an over-all relationship with fame and image, also goes with appearance in its relationship with wealth, fame, and its average score. God's love has a total impact on personal growth and relationship as virtue links to the image, personal growth and relationships. Approval from other coheres with image and health.

It is undeniable that if one seeks fame, fortune, and class a person might need to step up their game, either mentally, spiritually, or physically, which most of it is the latter.

Table 9. Relationship of the Variables of the Study (n = 200)

	FS	CP	AP	GL	AC	VR	AFO
Wealth							
Importance	.073	.219*	.249*	.138	.032	.157*	-.124
Likelihood	.034	.092	.222*	.136	-.094	-.106	-.064
Attainment	.029	.237*	.205*	.006	-.045	.137	-.024
Average	.050	.220*	.269*	.104	-.066	.158*	-.080
Fame							
Importance	.134	.331*	.281*	.139*	-.069	.164*	-.063
Likelihood	.099	.252*	.277*	.157*	-.109	.117	-.062
Attainment	.108	.272*	.258*	.049	-.078	.143*	.027
Average	.133	.327*	.311*	.131	-.098	.164*	-.035
Image							
Importance	.165*	.477*	.369*	.230*	.022	.298*	-.046**
Likelihood	.091	.344*	.352*	.205*	-.097	.212*	-.020*
Attainment	.140*	.357*	.298*	.124	-.009	.289*	-.035
Average	.152*	.460*	.396*	.216*	-.034	.176*	-.181*
Personal Growth							
Importance	.146*	.131	.136	.210*	.149*	.176*	-.181*
Likelihood	.117	.096	.170*	.252*	.038	.183*	-.129
Attainment	.087	.187*	.124	.143*	.092	.159*	-.115
Average	.149*	.184*	.189*	.260*	.121	.224*	-.182*
Relationships							
Importance	.163*	.054	.113	.149*	.141*	.165*	-.235*
Likelihood	.151*	.033	.177*	.164*	.066	.147*	-.156*
Attainment	.130	.110	.108	.193*	.178*	.199*	-.134
Average	.170	.081	.155*	.200*	.154*	.204*	-.199*
Community							
Importance	.146*	.084	.113	.128	.138	.112	-.253*
Likelihood	.066	.027	.101	.162	.050	.104	-.225*
Attainment	.051	.098	.103	.077	.110	.125	-.105
Average	.098	.093	.133	.149*	.122	.149*	-.224*
Health							
Importance	.134	-.054	.012	.112	.174*	.058	-.306*
Likelihood	.137	-.032	.078	.152*	.103	.088	-.242*
Attainment	.164*	.051	.137	.078	.121	.082	-.208*
Average	.175*	.001	.109	.131	.159	.094	-.296*

*For Interpretation: results with * are considered significant in the relationship between variables.*
*FM=Family Support, CP= Competition, AP=Appearance, GL=God's Love, AC= Academic Competence, VR= Virtue, AFO= Approval from Others.*

Living in this generation where people's lives in social media has now become the modern entertainment for others as they judge them and give their opinions freely, people became more and more conscious on how the society sees them, that made people's opinion mattered to them so they can be acceptable to the society he/she lives in. If one aspires to personally grow, he/she focuses in their spiritual aspect of life because obviously Filipino's are religious and if there is something, they feel they lack inside they have a God to run unto to kneel and pray to keep their worries away. Since religion has a great impact in their lives its teachings and words of wisdom became the foundation of their virtues as a human being.

A research conducted [25] that people can recognize if you are rich or poor by just looking at a person's face. By grouping the faces of the samples either they are rich or poor their photos were showed to respondents as they posed a neutral look in each photo, and the result showed 53 % accuracy that exceeded their expectations. As they asked the respondents how they grouped those photos, they said that those who were rich has a warmer vibe than those of poor people. These people were asked of how they made such judgments and most of them have no idea how did they do it. According to one of the researchers [26], the human mind has neurons that specialize facial recognition and it is consistent. So, the main point of this research is that no matter how hard you hide your upbringing, apparently people will stillrecognize if you are born with a silver spoon on your mouth or not at all.

In the spirit of competition, fame, and image, people living in this era craves for attention through social media. Through those social media platforms, one can create his/her ideal image, they can get famous overnight, competitions, and rivalries of who's better. It's no surprise that many people aspire and get their hopes up to become known for what they want to be either it is real or made up, people will do anything so they can be praised because that's when they know how much they worth. Their sense of being a person depends on how many likes, shares or views they have [27].
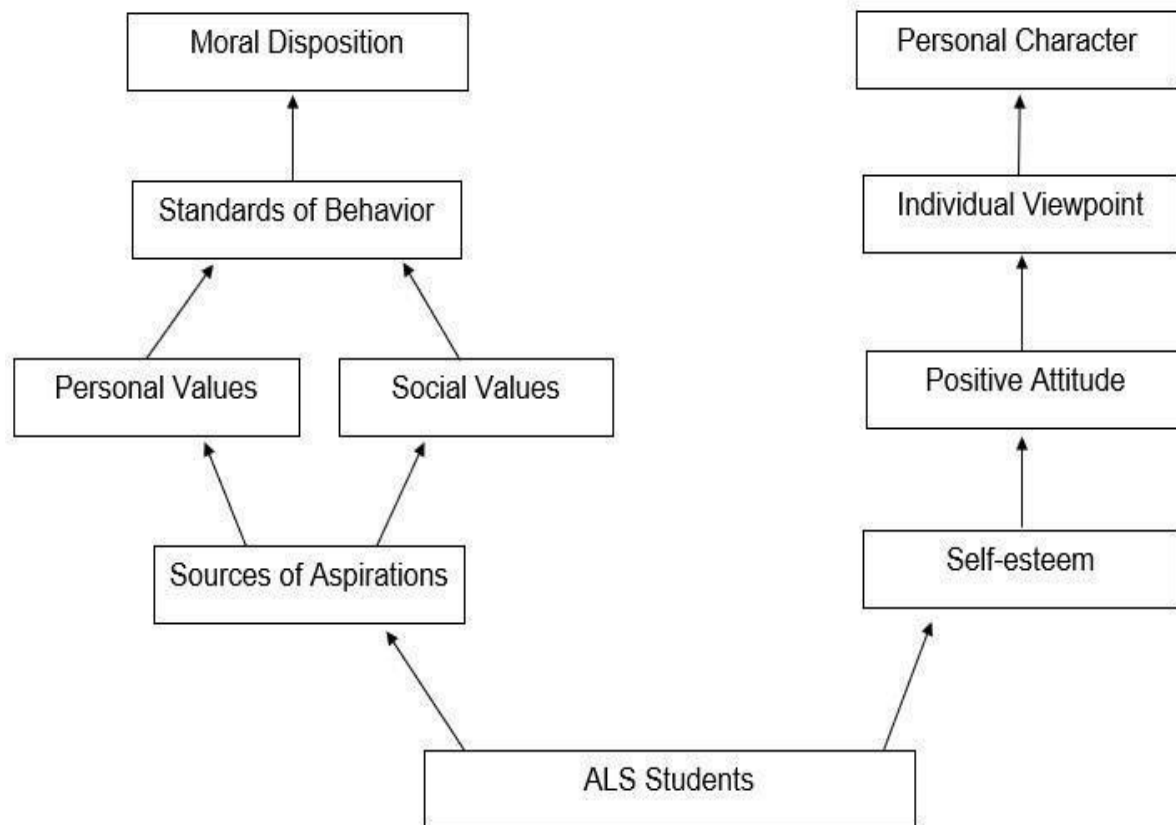
Figure 2. Framework of Sources of Aspirations and Self-esteem Among Alternative

Learning System (ALS) Students

As shown on the previous page, Figure 2 is the framework of the qualitative data gathered by the researchers. Moral disposition appeared as the keynote of the ALS student's sources of aspirations while the standards of behavior stood out as its main category with its subcategories: personal and social values. As for the ALS student's self-esteem, personal character became its central theme of the variable. Individual viewpoint is acknowledged as the category coming from postivite attitude as its subcategory.

CONCLUSION

Personal character has emerged as the theme in the qualitative analysis for the sources of self-esteem while having a moral disposition for the sources of aspiration. There was a significant difference on sex regarding to community while health, image and personal growth has shown importance on occupation, also with civil status on fame and image. Grade level has a significant difference on overall health as the source of aspiration. The respondents considered health and God's love as their source of aspiration and self-esteem respectively. Personal character has emerged as the theme in the qualitative analysis for the sources of self-esteem while having a moral disposition for the sources of aspiration. There was a significant difference on sex regarding to community while health, image and personal growth has shown importance on occupation, also with civil status on fame and image. Grade level has a significant difference on overall health as the source of aspiration. In finding the source of self-esteem it resulted to have a significant difference on age with competition, while sex and occupation on approval from others. All variables used in the study showed a relationship except for the community attainment in the sources of aspiration. There was no intervention program created because the results did not indicate any negative or problems in the outcomes of the study.

RECOMMENDATION

The result of this study may be of future help to improve students' welfare and establish or develop new programs for Alternative Learning System (ALS) students.Researchers recommended that the respondents may develop their level of aspiration regarding fame and engage themselves when it comes to approval from others.Results of the study may be incorporated in conducting seminars about the significance of aspirations and contingencies of self-worth among Alternative Learning System (ALS) students.For future

researchers, to enhance the study they may embrace the topic and include more applicable variables.Results of the study maybe merged in teaching professional subject in educational psychology.Framework may be evaluated by panel of examiners for approval.

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