From Adversity to Success: The Transformative Journeys of Alternative Learning System (ALS) Graduates

Ladylyn L. Tan[1], Abigail M. Cabaguing[2]

Graduate School Student, Samar State University
Graduate School Professor, Samar State University

Abstract

The Philippine government's Alternative Learning System (ALS), established through Republic Act No. 11510, serves as the world's largest second-chance education program. This study explores the transformative journeys of ALS graduates, focusing on their personal narratives and how ALS helped them overcome barriers to education. Using a narrative inquiry approach and Connelly and Clandinin's three-dimensional space framework, the research examines why learners left formal schooling, their motivations for joining ALS, and their paths from adversity to success.

Findings reveal that ALS graduates showed resilience in overcoming poverty, social stigma, and educational gaps. With strong family support, they achieved milestones such as college degrees and stable employment. ALS played a key role in rebuilding their aspirations and providing opportunities for personal and professional growth.

This study highlights ALS as a vital tool for educational equity, enabling marginalized individuals to pursue their dreams. It calls for expanding the program to better serve out-of-school youth and disadvantaged communities in the Philippines.

Keywords: Alternative Learning System, Narrative Inquiry, Success Stories

1. Introduction

Education is a key driver of social mobility, economic stability, and personal growth. In the study of Rahman and Ting (2022) on indigenous Semai students in Malaysia, the authors expose the lack of access to formal education among marginalized communities, emphasizing how cultural and structural barriers hinder equitable learning opportunities. Similarly, in the Philippines, many Filipinos are deprived of access to formal education due to poverty, lack of resources, and geographical barriers. According to the Philippine Statistics Authority (2022), 16.9% of youth aged 6–24 is out-of-school, primarily due to financial hardship and family obligations. To address this, the government implemented the Alternative Learning System (ALS) through Republic Act No. 11510. As the world's largest second-chance education program (Resurreccion et al., 2021), ALS enables out-of-school children, youth, and adults (OSCYA) to complete basic education and pursue higher education or employment. Despite challenges such as economic difficulties, disabilities, or bullying, ALS graduates demonstrate self-determination, hard work,

and perseverance in achieving success (Vismanos, 2024). The ALS fosters resilience and adaptability, helping learners balance education with life responsibilities and transform their lives through skill development and empowerment. In the Division of Samar, ALS enrollment remained stable between 2020 and 2023, but dropped significantly in 2023–2024 by 33.37% (DepEd Samar, 2023). This decline highlights the need to explore personal narratives to better understand ALS's impact beyond numbers.

This explores how ALS transforms lives and addresses structural barriers. By highlighting the success stories of ALS graduates in Samar, this research aims to inspire current learners, offer insights for policymakers, and underscore the role of community support in educational achievement. Ultimately, it shows that education is not just a right, but a catalyst for overcoming adversity and achieving meaningful change.

2. Methodology

The researchers adopted a qualitative method to gather rich, in-depth insights into the lived experiences of ALS graduates within the province of Samar. This approach was chosen to deeply explore their journeys, challenges, and transformations.

2.1 Sampling and Data Collection Approach

The researchers used purposeful sampling, relying on informed judgment to select participants, as supported by Tafur-Arciniegas and Contreras (2018), who note that this method involves small, targeted samples chosen for their relevance to the study. The researchers used narrative inquiry approach to gather detailed life stories from participants before and after their success. This approach focused on capturing personal experiences, social patterns, and transformations through interviews and interpretation. Narrative inquiry emphasizes understanding lived experiences through storytelling, offering rich insights into the deeper context behind each participant's journey (Kim, 2015).

2.2 Data Analysis

The researchers analyzed the data using the three-dimensional space approach by Clandinin and Connelly (Clandinin & Connelly, 2004), which includes the dimensions of interaction, continuity, and situation. In the interaction dimension, the analysis focused on participants' emotions, motivations, and social relationships, highlighting how personal and social dynamics influenced their educational journeys. The continuity dimension examined their experiences across time—past, present, and future—to identify patterns of growth and transformation. The situation dimension explored the physical and cultural contexts surrounding their narratives, such as socioeconomic conditions and community norms. This method provided a comprehensive, contextualized analysis of how the ALS program shaped their personal and professional development.

2.3 Trustworthiness

To ensure the trustworthiness of the study, the researcher applied four key principles: dependability, by establishing consistent and expert-reviewed findings; credibility, through thorough data analysis, expert validation, and member checking with participants to confirm accurate representation of their experiences; confirmability, by minimizing bias and reexamining unclear data to maintain objectivity; and transferability (Haq et al., 2023), by demonstrating that the findings may apply to other contexts beyond the Division of Samar. These measures collectively strengthened the study's reliability and authenticity.

2.4 Ethical Consideration

This study upheld strong ethical standards by prioritizing the privacy and well-being of ALS graduate participants. Informed consent was obtained after clearly explaining the study's purpose, procedures, and voluntary nature. Participants were assured they could withdraw at any time without consequences. Confidentiality and anonymity were strictly maintained—no personal, financial, or lifestyle details were collected, and identities were concealed. Questions were crafted impartially to ensure fairness and respect. These measures ensured the ethical integrity of the research while honoring the participants' dignity and experiences.

3. Findings and Discussion

The analysis of the participants narratives revealed six key themes that captured shared patterns, insights, and unique perspectives, offering a comprehensive understanding of their experiences.

Theme 1: Breaking Barriers to Access Education

While education is widely accessible and mostly free at the basic level, not all students are able to complete formal schooling due to various barriers. Ananga and Biney (2017) describe formal education as a structured learning environment, delivered either face-to-face or online. However, challenges such as peer pressure, financial hardship, and family responsibilities often disrupt learners' academic paths. Peer influence can compromise decision-making, leading students to prioritize social activities over academics, skip classes, or engage in unproductive behaviors, ultimately hindering their academic progress (Shamsie, 2024). Financial difficulties also play a major role; Mortimer et al. (2014) found that worsening parental economic conditions reduce children's expectations and aspirations. Akhavi Samarein and Hezarian (2022) further explain that financial strain can cause students to abandon their educational goals due to a lack of family support. Additionally, family responsibilities often require learners to support their households at an early age (Mohammed & Engler, 2022). Graafland and Noorderhaven (2020) view responsibility as a lifelong value shaped by cultural influences, while Durako and Hoxha (2020) highlight that many learners remain committed to improving their family's well-being despite these challenges. Despite these barriers, learners exhibit resilience and determination, eventually finding ways to return to education and pursue their goals, demonstrating that access to education can still be achieved through perseverance.

Theme 2: Rebuilding Dreams Through Alternative Education

This theme highlights how alternative education, particularly the ALS, serves as a vital pathway for individuals to rebuild their dreams after interruptions in formal schooling. ALS offers a second chance for learners who have faced various barriers, such as age differences, financial hardship, or family responsibilities. One common challenge is the significant age gap between ALS learners and traditional students, which often leads to feelings of embarrassment and hesitation to return to school. Francsiso and Buri (2023) noted that age and personal difficulties often discourage older adults from engaging in learning. ALS addresses these concerns by providing a flexible and inclusive learning environment tailored to the unique needs of non-traditional learners. As the largest second-chance education program (Resurreccion et al., 2021), it allows students to pursue their education regardless of past disruptions. Family and spousal support also play a key role in helping learners persevere. Emotional encouragement

strengthens learners' motivation and psychological well-being (Shen et al., 2024). In some cases, spousal support helped participants overcome self-doubt and re-focus on personal growth and education, demonstrating how alternative education, paired with strong social support, enables learners to reclaim their aspirations.

Theme 3: Inclusive Learning for Diverse Learners

Inclusive learning aims to create environments that meet the unique needs of diverse learners, shifting from teacher-centered methods to student-centered approaches (Otukile-Mongwaketse, 2018). Learners differ in abilities, backgrounds, languages, gender, and socio-economic status (Sanjurjo et al., 2018). By embracing these differences, inclusive education ensures equitable opportunities and fosters supportive, adaptable learning experiences. Many ALS learners face poverty and family challenges, which often force them to pause their education to support their households. Financial hardship is a major factor behind school dropouts and grade repetition (Bayat & Kohli, 2024). Albert et al. (2024) highlights how open schooling systems like ALS support marginalized learners, offering flexible pathways to continue education and improve their future. Despite limited resources and societal pressures, ALS learners demonstrate resilience and determination. Rooted in goal-setting theory Edwin Locke, their motivation stems from setting clear academic goals, driving their pursuit of education despite obstacles (Locke & Latham, 2015). However, some learners enrolled in ALS without fully understanding its purpose or engaging in classes, revealing the need for stronger foundational instruction. Teacher support is also vital in inclusive education. Belief in learners' potential builds confidence, regardless of age or marital status. Adler (2016) note that teacher encouragement enhances academic success and emotional well-being, while Membrillo-Hernandez (2019) emphasizes the importance of involving learners in activities that prepare them for global and local challenges.

Theme 4: Determination of Learners for Success and Professional Growth

ALS empowers motivated and determined learners to improve their economic status and achieve personal growth. Educational persistence is central to this journey, enabling learners to overcome setbacks and remain focused on their goals. Jivraj (2024) defines academic resilience as the ability to navigate challenges such as stress and academic pressure, while Zhan (2023) highlights perseverance and motivation as key to reaching personal milestones. Participants in the study balanced family responsibilities with schoolwork, drawing strength from adversity. Their resilience was reinforced by the belief that perseverance leads to future rewards. As Schimschal et al. (2022) emphasized, persistence through hardship is vital for attaining long-term goals. Success is not about wealth but about living a meaningful life and achieving economic independence to support the family (Sheppard, 2017). Determination, according to Chernyaev and Rodionova (2017), fuels sustained effort toward goals. This mindset reflects a deep sense of responsibility and purpose, where educational success is viewed not just as personal achievement but as a way to honor family sacrifices and provide a better life. Azhar (2017) also notes that self-sacrifice and discipline are essential to this path, while values like respect and courtesy foster family harmony and collective growth. Ultimately, the learners' determination to succeed academically and professionally is rooted in their desire to improve not only their own lives but also the lives of those they love.

Theme 5: Goal Empowerment Through Education

Goal empowerment is fostered through both formal and non-formal education, such as the ALS, by promoting critical thinking, independence, and the ability to utilize one's skills and abilities. Hikmawati (2022) defines empowerment as a process through which individuals and communities gain influence, access vital resources, and take control of their lives. ALS serves as a crucial educational pathway for individuals who cannot access tertiary education through traditional means. However, learners often face economic and social barriers, such as low-paying jobs and long working hours, which they endure to sustain their education. Moșteanu (2024) suggests that overcoming such challenges requires adaptability, resilience, and strong financial planning. Motivation, especially when driven by the desire to secure a better future and support one's family, is central to goal empowerment. According to Ahmad (2021), motivation is the force that drives individuals to set, pursue, and achieve their goals. Family and community encouragement—through emotional support and small acts of kindness (Curry et al., 2018)—boosts learners' self-esteem and confidence, reinforcing their belief that they are on the right path.

Theme 6: Endless Learning Inspired by ALS as a Catalyst

ALS serves as a powerful catalyst for lifelong learning, empowering individuals to overcome educational barriers and continuously develop their knowledge and skills for professional growth. It equips learners with transferable skills—abilities gained in one context that are applicable in others (Caingcoy et al., 2021), making them more adaptable in various fields. For many, ALS has been a transformative gateway to pursuing further education, such as graduate studies, which enhance expertise and open doors to advanced career opportunities. Others complement their professional journeys by starting businesses, using their acquired skills to attain financial independence while maintaining their careers. Learners often face challenges transitioning into student life, especially after years outside the academic system. Yet, through resilience and determination, they adapt, driven by their commitment to self-improvement. As Martinez and Opalinski (2019) noted, a nurturing environment fosters persistence and resilience, both of which are cultivated within ALS. The shift in routine and lifestyle brought about by education requires adaptability and continuous learning. Kolb's Experiential Learning Theory of 1984 supports the idea that learning from life experiences enhances problem-solving and prepares individuals to face future uncertainties (Kolb, 2014). B.F. Skinner's theory of 1938 also affirms that positive reinforcement, especially through social interaction, supports growth and engagement in new environments (Shinde, 2025). Despite financial constraints, lack of scholarships, and competing responsibilities, ALS learners persist. Some even balance their studies with community or missionary work, reflecting their deep commitment to lifelong learning and service. ALS inspires this ongoing journey of personal and professional transformation, proving itself as a true catalyst for continuous learning and growth.

4. Limitations

The study focused on seven (7) ALS graduates from the Division of Samar who are now employed professionals. Participants were selected based on specific criteria: (a) direct college enrollment without senior high school; (b) attainment of a college degree; (c) regular employment, excluding probationary or self-employment; and (d) white-collar occupations involving administrative, managerial, or professional roles (DOLE, n.d.).

5. Conclusions

ALS graduates exemplify resilience, overcoming challenges such as poverty, family responsibilities, and negative peer influence. Many left school to support their families, yet their determination and perseverance allowed them to catch up academically. Despite societal stereotypes, they remained committed to their dreams. Teachers play a crucial role in shaping their growth, fostering discipline and motivation. Family support strengthens learners' confidence, reassuring them that success is within reach. ALS provides a pathway to better opportunities, equipping learners with skills that enhance their employability and financial literacy. The program encourages investment, economic stability, and lifelong learning, opening doors to higher education and career advancement. By transforming individuals intellectually and financially, ALS fosters community development, proving that failure is merely a stepping stone to success. Through hard work and determination, ALS graduates inspire others, showing that education reignites dreams and builds a foundation for a brighter future.

6. Appendix

The appendices attached include the interview guide questions and the university's ethical clearance to conduct the research study.

Research Questions	Interview Guide
1. What urged you to stop formal education and study ALS? *(Ano ang nag-udyok sa iyo na huminto sa pormal na edukasyon at mag-aral ng ALS?)*	What motivated you to pursue ALS initially? *(Ano ang nag-udyok sa iyo na mag-aral ng ALS?)*
	May I know what are the reasons you stopped formal education? *(Maari ko bang malaman kung ano ang mga dahilan kung bakit ka huminto sa pormal na pag-aaral?)*
2. What are your thoughts on the Alternative Learning System (ALS) Program? *(Ano ang iyong saloobin sa Alternative Learning System Program?)*	Has the ALS program been helpful in advancing your dream? *(Nakatulong ba ang ALS program sa pagsulong ng iyong pangarap?)*
	What has motivated you to pursue further studies after completing the secondary A&E test? *(Ano ang nag-udyok sa iyo na magpatuloy sa pag-aaral pagkatapos makapasa sa pagsusulit ng A&E?)*
3. How do you define success?	What field of work are you in now?

(Para sa iyo, ano ang 'tagumpay?')	*(Saang larangan ng trabaho ka ngayon?)*
	How many years have you been working? *(Ilang taon ka nang nagtatrabaho?)*
	Are you satisfied with your job now? *(kontento ka na ba sa iyong trabaho?)*
	Were you able to invest or acquire things as your property or possessions? *(nakapag-ipon ka na ba o nagkapagpundar ng mga ari-arian?*
	What are the things you have acquired or invested in? *(Anong mga bagay na ang iyong naipundar?)*
	Why did you acquire and invest in those things? *(Ano ang dahilan kung bakit ipinundar mo ang mga bagay na iyon?)*
	Are you now considering yourself as a successful person? *(Isinasaalang-alang mo ba ngayon ang iyong sarili bilang isang matagumpay na tao?)*
	If yes, how can you say that you are now successful? *(Kung oo, paano mo masasabi na ikaw ay isang matagumpay na?)*
	If not, what are your plans to achieve success? *(Kung hindi, ano ang plano mo para maabot ang tagumpay?)*

	Have you ever faced challenging situations relative to your ALS experience? *(Nakaranas ka na ba ng mga mapanghamong sitwasyon na nauugnay sa iyong karanasan sa ALS?*
	If yes, what is that? What else? *(Kung oo, ano iyon? meron pa bang iba?)*
4. What obstacles have you faced while striving for success? *(Anong mga hadlang ang iyong hinarap habang nagsusumikap para sa tagumpay?)*	If not, are you sure there were no challenging situations? *(Kung hindi, sigurado ka bang walang mga mapanghamong sitwasyon?)*
	What drove you to persevere through challenges on the road to success? *(Ano ang nagtulak sa iyo na magtiyaga sa mga hamon sa daan patungo sa tagumpay?*
	What strategies do you use to achieve success? *(Anong mga diskarte ang iyong ginagamit upang makamit ang tagumpay?*
5. What are your plans?	Do you still have plans to improve your achievement in life? *(Mayroon ka pa bang plano upang pag-ibayuhin pa ang iyong mga nakamit sa buhay?)*
	If yes, what else are you thinking of doing to build up your achievements?

	(Kung oo, ano pa ang iyong naiisip na gawin upang mapalago pa ang iyong mga nakamit?
	If no, are you satisfied of your achievement? Why? *(Kung hindi, kontento ka na ba sa iyong mga nakamit? Bakit?*
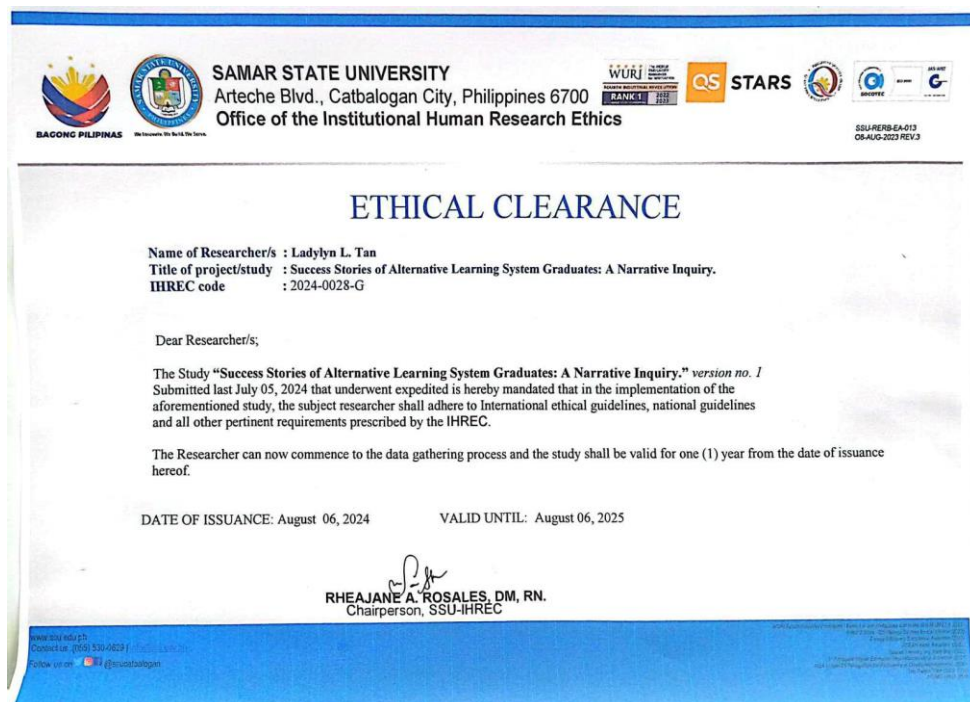
7. Acknowledgements

The authors would like to thank the participants for their participation in the interview. We also thank the validators, reviewers, and grammar checker for providing suggestions and feedback, which improved the submitted journal.

8. Authors' Biography

The first author is a secondary school teacher under the Department of Education and a graduate student at Samar State University, while the second author is a graduate school professor teaching Social Studies subjects and the Director of the Samar State University-Samar Island Center for Good and Local Governance.

References

1. Adler, A. (2016). *Teaching well-being increases academic performance: Evidence from Bhutan, Mexico, and Peru*. University of Pennsylvania.

2. Ahmad, S. (2021). Motivation and performance: A psychological process. *International Journal of Business and Management Research*, *9*(2), 104-112.

3. Albert, J. R. G., Mendoza, R. U., Cabalfin, D. L. D., Mahmoud, M. A., & Muñoz, M. S. (2024). *A process evaluation of the Philippine Alternative Learning System* (No. 2024-31). PIDS Discussion Paper Series.

4. Akhavi Samarein, Z., & Hezarian, M. (2022). Identifying family factors affecting the academic failure of adolescent female students (Qualitative Study). *Preventive Counseling*, *3*(2), 1-15.

5. Ananga, P., & Biney, I. K. (2017). Comparing face-to-face and online teaching and learning in higher education. *MIER Journal of Educational Studies Trends and Practices*, 165-179.

6. Azhar, A. (2017). Public Service Motivation: A Conflict Triangle of Compassion, Self-sacrifice and Work–Family Life Balance. *Asian Journal of Management Cases*, *14*(1), 29-37.

7. Bayat, A., & Kohli, N. (2024). Grade repetition, school drop-out and ineffective school policy. *EDUCATIO: Journal of Education*, *9*(2), 81-93.

8. Caingcoy, M., Pacursa, J., & Adajar, M. I. (2021). Effectiveness of the Alternative Learning System Informal Education Project and the Transfer of Life Skills among ALS Teachers: A Case Study.

9. Clandinin, D. J., & Connelly, F. M. (2004). *Narrative inquiry: Experience and story in qualitative research*. John Wiley & Sons.

10. Chernyaev, M. V., & Rodionova, I. A. (2017). Analysis of sustainable development factors in fuel and energy industry and conditions for achievement energy efficiency and energy security. *International Journal of Energy Economics and Policy*, *7*(5), 16-27.

11. Curry, O. S., Rowland, L. A., Van Lissa, C. J., Zlotowitz, S., McAlaney, J., & Whitehouse, H. (2018). Happy to help? A systematic review and meta-analysis of the effects of performing acts of kindness on the well-being of the actor. *Journal of Experimental Social Psychology*, *76*, 320-329.

12. Department of Labor and Employment. (n.d.). What job seekers need to know about blue and white collar jobs. https://dole.gov.ph/news/what-job-seekers-need-to-know-about-blue-and-white-collar-jobs/

13. DepEd Samar. (2023). ALS enrollment and A&E pass rates. *DepEd Records.*

14. Duraku, Z. H., & Hoxha, L. (2020). The impact of COVID-19 on education and on the well-being of teachers, parents, and students: Challenges related to remote (online) learning and opportunities for advancing the quality of education. *Manuscript submitted for publication]. Faculty of Philosophy, University of Prishtina*, 17-45.

15. Francisco, J., & Buri, C. C. (2024). The Lived Experiences of Alternative Learning System Teachers in English Literacy Instruction. *Available at SSRN 4987620*.

16. Graafland, J., & Noorderhaven, N. (2020). Culture and institutions: How economic freedom and long-term orientation interactively influence corporate social responsibility. *Journal of International Business Studies*, *51*(6), 1034-1043.

17. Haq, Z. U., Rasheed, R., Rashid, A., & Akhter, S. (2023). Criteria for assessing and ensuring the trustworthiness in qualitative research. *International Journal of Business Reflections*, *4*(2).

18. Hikmawati, N. K. (2022). Community Empowerment Efforts. *Journal Intellectual Sufism Research (JISR)*, *4*(2), 96-103.

19. Jivraj, K. (2024). Navigating academic mental health and wellbeing, a case for resilience? Lessons for higher education using an 'academic-centered approach'. In *Research Handbook of Academic Mental Health* (pp. 394-408). Edward Elgar Publishing.

20. Kim, J. H. (2015). *Understanding narrative inquiry: The crafting and analysis of stories as research*. Sage publications.

21. Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

22. Locke, E. A., & Latham, G. P. (2015). Breaking the rules: a historical overview of goal-setting theory. In *Advances in motivation science* (Vol. 2, pp. 99-126). Elsevier.

23. Membrillo-Hernández, J., J Ramírez-Cadena, M., Martínez-Acosta, M., Cruz-Gómez, E., Muñoz-Díaz, E., & Elizalde, H. (2019). Challenge based learning: the importance of world-leading companies as training partners. *International Journal on Interactive Design and Manufacturing (IJIDeM)*, *13*, 1103-1113.

24. Martinez, L. A., & Opalinski, A. S. (2019). Building the concept of nurturing resilience. *Journal of pediatric nursing*, *48*, 63-71.

25. Mohammed, P., & Engler, A. (2022). The role of family and family context in the learning process of children. *Vietnam Journal of Education*, 1-9.

26. Mortimer, J. T., Zhang, F. L., Hussemann, J., & Wu, C. Y. (2014). Parental economic hardship and children's achievement orientations. *Longitudinal and life course studies*, *5*(2), 105.

27. Moşteanu, N. R. (2024). Adapting to the unpredictable: Building resilience for business continuity in an ever-changing landscape. *European Journal of Theoretical and Applied Sciences*, *2*(1), 444-457.

28. Otukile-Mongwaketse, M. (2018). Teacher centred approaches: their implications for today's inclusive classrooms.

29. Philippine Statistics Authority. (2022). *Out-of-school children and youth in the Philippines: A Statistical overview. Philippine Statistics Authority*. From https://psa.gov.ph

30. Rahman, M. N. A., & Ting, L. H. (2022). Exploring before transforming: A phenomenological study on home learning culture of indigenous Semai Primary School students in Perak. *MOJEM: Malaysian Online Journal of Educational Management*, *10*(4), 1-14.

31. Resurreccion, A. B., Arzadon, M. M. E., Fortuna, L. C., & Mendoza, N. S. M. (2021). RESEARCH ON ALTERNATIVE LEARNING SYSTEM (ALS) TRAINING AND CERTIFICATION FOR STUDENTS IN TEACHER EDUCATION INSTITUTIONS.

32. Sanjurjo, J. F., Blanco, J. M. A., & Fernández-Costales, A. (2018). Assessing the influence of socio-economic status on students' performance in Content and Language Integrated Learning. *System*, *73*, 16-26.

33. Schimschal, S. E., Visentin, D., Kornhaber, R., & Cleary, M. (2022). Achieving long-term goals amidst uncertainty: an integrative model for the psychological resources of grit. *The Journal of Continuing Education in Nursing*, *53*(8), 355-363.

34. Shamsie, K. (2024). Exploring the Impact of Peer Pressure on Adolescent Decision-Making. *Research Consortium Archive*, *2*(02), 70-78.

35. Shen, H., Ye, X., Zhang, J., & Huang, D. (2024). Investigating the role of perceived emotional support in predicting learners' well-being and engagement mediated by motivation from a self-determination theory framework. *Learning and motivation*, *86*, 101968.

36. Shinde, S. (2025). The Role of Reinforcement Strategies in Employee Retention: A Conceptual Analysis Based on Skinner Theory. *International Journal of Management and Development Studies*, *14*(5), 18-24.

37. Tafur-Arciniegas, M., & Contreras, A. F. L. (2018, June). First approach to purposeful sampling for determining key factors on outcome bias. In *2018 ASEE Annual Conference & Exposition*.

38. Vismanos, S. P., Misa, C. L., Serban, T. R., Galon, G. A., & Cabanilla Jr, A. (2024). The opportunities and challenges in pursuit of higher education among alternative learning system graduates.

39. Zhan, L. (2023). Leading with passion, purpose, and perseverance. In *The rise of Chinese American leaders in US higher education: Stories and roadmaps* (pp. 331-341). Cham: Springer Nature Switzerland.