

## ABSTRACT

Title: An Evaluation of the Hatid-Aral Program of De La Salle University – Dasmariñas: Basis for Enrichment.

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This study evaluated the status of the Hatid-Aral Program of De La Salle University – Dasmariñas (DLSU-D) using the CIPP evaluation model of Daniel Stufflebeam (2002). It used a modified questionnaire distributed to four groups of respondents Administrator, volunteer facilitator, learners, and completers.

Findings show that the respondents differed on their evaluation on the level of awareness with regard to the DLSU-D's vision-mission, LCDC mission statement, and HAP objectives. However, the respondents agree that the extent of implementation is "well-implemented". With regard to the level of satisfaction, the respondents have diverse responses to the level of satisfaction since each of them has different needs and motivations of having been in the program. Additionally, there exist significant differences on their level of awareness of the DLSU-D's vision-mission, LCDC's mission statement, and HAP objectives. The level of satisfaction with the administrators' and facilitators' level of awareness and satisfaction are significantly higher than the learners and completers. Based on the findings

of the study, activities addressing the weak points of the program are proposed.

Furthermore, the following recommendations are forwarded: (a) Conduct an intensive orientation about the vision-mission of the University before the program implementation so that the learners are made aware of the University's' vision-mission. This will also make them realize that De La Salle University – Dasmariñas is doing something to help them improve their lives; (b) formulate a HAP Manual/Handbook containing the policies and guidelines of the program. This Manual will stipulate the roles and functions of each member in the program and clearly state the admission and retention policies of the members as well as its clients; (c) the University should give scholarship to the volunteer facilitators for they are important factors in actualizing the program and for the volunteer facilitators to be kept updated on the latest trends and development in education, and learn different strategies and methodologies that they can use in teaching; (d) HAP administrators should conduct a budget review to allocate budget commensurate to the needs of the program, and come up with a transparent report; (e) the implementers of the program should review the budget allocated for the salary/allowance of the administrators as well as volunteer facilitators; (f) the implementers of the program should review the instructional materials being used to keep them attuned to the needs of the time; (g) the implementers of the program should focus on the areas of

learning required by the Department of Education to further increase the number of passers to 100% if not to at least 60%.

Thus, the learners should also be serious in their studies so that they will have a great chance of passing the NFE A&E test; (h) Sagip-Dunong of Brgy. Baustista Dasmarinas, Cavite and HAP of Brgy. San Jose GMA, Cavite should share their best practices so that they would help each other in increasing the number of passers in the acceleration test.

The communities must also support the HAP implementers in the encouragement and motivation of the out-of-school youth to join the HAP and to do their best to complete the program and pass the tests; (i) further research works may be done on topics/areas that are relevant for the successful implementation of the HAP such as: factors that affect or influence the out of school youth's attendance to the HAP; developing or improving strategies and approaches in teaching out of school youth; factors that affect or influence the partner communities' involvement/participation in the HAP, etc.