ABSTRACT

Name of Institution: De La Salle University – Dasmariñas
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Title: An Appraisal of the Nonformal Education Program in the Public Elementary Schools in the Division of Cavite

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STATEMENT OF THE PROBLEM

This study attempted to appraise the different Nonformal Education (NFE) Program in the Public Elementary Schools in the Division of Cavite.

Specifically, the study answered the following questions:

1. What are the different NFE programs being implemented in the public elementary schools during school year 2001-2002?

2. What is the extent of the implementation of the NFE Programs in the public elementary schools in the Division of Cavite in
terms of five variables: (a) development content; (b) program management; (c) program implementation; (d) budgetary support; and (e) linkages?

3. How do the school/districts compare in terms of the extent of implementation of NFE programs in terms of the five variables?

4. Are there significant differences on the extent of implementation of the Nonformal Education program in the different school districts when grouped into four unit areas?

5. What other NFE programs/projects should be proposed to ensure better and successful implementation of the said program?

HYPOTHESIS

This hypothesis was pursued in this study:

There are no significant differences on the extent of implementation of the nonformal education programs in the different school districts as grouped into four unit areas: north, east, west, and south in terms of development content, program management, program implementation, budgetary support, and linkages.

METHODOLOGY

This study made use of the descriptive method of research, which employed the use of questionnaire and documentary analysis technique. The subjects of the study were the NFE programs of the
twenty-nine (29) districts of the Division of Cavite. The respondents were the twenty-nine (29) district supervisors, twenty-nine (29) principal-in-charge of the NFE, twenty-nine (29) NFE coordinators, and twenty-nine (29) para teachers in each district. The data were analyzed and interpreted using frequency distribution and percentage, weighted mean, and one-way ANOVA.

MAJOR FINDINGS

The NFE programs that were implemented in the Division of Cavite during the school year 2001-2002 were functional literacy and livelihood skills development programs. As to functional literacy, the programs implemented or offered by the schools were on basic literacy skills such as reading, writing, and numeracy which were shown by 27 out of 29 schools/district. While, as to livelihood skills development program, the programs implemented by the schools (23 or 96.55 per cent) were on food processing, meat processing, fish processing and fruit preservation.

As to extent of implementation of the different programs as to development content, the NFE programs on functional literacy and livelihood skills have been implemented in the Division of Cavite, however, it revealed that programs on basic literacy as numeracy, reading, and writing were often implemented as shown by the mean
value of 3.45, 3.41 and 3.38 respectively. Other classes on functional literacy that were implemented were community assemblies and forum (2.79); seminars for adults (2.59); and classes on speech (2.52). While, classes that were fairly implemented were classes on arts and theater like singing, dancing and drama presentations.

As to livelihood skills, classes that were often implemented were meat processing (4.03), fruit preservation (4.00), fish processing and food processing (3.83), and dressmaking (3.78). Likewise, classes that were implemented were cosmetology (3.48), tailoring (3.38), baking (3.16), handicrafts (3.12), agriculture (2.69), and computer literacy (2.68). Other courses were fairly implemented.

As to program management, findings showed that the NFE plans were often implemented. As to organization management, nonformal education in the Division of Cavite had a well defined structure as revealed by the NFE organizational structure.

As to program implementation, findings showed that the extent of advocacy and social mobilization were often undertaken in the districts. As to the physical facilities, it showed that the use of physical facilities were considered in the NFE centers of the district. The nonformal education programs revealed to have available and adequate instructional materials as shown by 3.03 mean value.
Among the strategies employed in the nonformal education classes, findings showed that the always used strategies were providing practicum for learners in their localities (3.90); using variety of teaching methods/approaches (3.70); soliciting learning needs for future lessons (3.66); using local experts as resource persons (3.66) and encouraging learners to share experiences freely (3.56). The least used strategy was the use of indigenous local materials in the community as learning aids (3.03).

As to budgetary support, findings showed that the extent of support from the different agencies as to budget was rated adequate. Much allocation of the NFE funds were given to the honorarium of facilitators (3.83) while the rest were given to social preparations (3.00); advocacy and social mobilization (3.00); development and printing of instructional materials (3.00); clientele learning materials (3.00) and the least allocation was given to the capability building training (2.93). As to linkages, findings showed that the non-government agencies had shown very much support to the NFE programs in Cavite as shown by the mean value of 4.79.

The NFE in the Division of Cavite differed on the implementation of the programs as to development content, program
management, program implementation, budgetary support and linkages.

Significant differences existed on the implementation of the NFE Programs in the school districts when grouped as to unit areas.

Proposed NFE programs/projects had to be formulated to improve the extent of implementation of the NFE programs and projects in the Division of Cavite.

CONCLUSIONS

1. The nonformal education in the public elementary schools in the Division of Cavite had offered various courses as to functional literacy and livelihood skills development program during the school year 2001-2002.

2. Generally, as to the extent of implementation, the nonformal education program in the Division of Cavite had implemented its various programs in terms of the five variables as to development content, program management, program implementation, budgetary support and linkages.

3. The school districts in the division differed on the implementation of the different NFE programs. Differences depended on their geographical location, population, economic class (first class, second class...), topography and products produce.
4. Significant differences existed on the implementation of the NFE programs as to the five variables: development content, program management, program implementation, budgetary support, and linkages in the four unit areas.

5. Proposed NFE program of activities had to be formulated to respond to the felt needs and to ensure success on the implementations of the different programs.

RECOMMENDATIONS

Guided by the findings and conclusions in this study, the following recommendations are offered to ensure the success of the NFE programs/projects implementation:

1. Provide varied activities for functional literacy to motivate the OSY and adults to attend NFE classes/programs.

2. Conduct seminar, workshops, training and conferences for NFE Coordinators and Para Teachers for competency and efficiency.

3. Request position items for NFE Coordinators to serve full time in the implementation of NFE programs/projects.

4. Offer livelihood skills development that will suit to the abilities, needs, and interests of the learners.

5. Coordination and linkages with the Department of Tourism and Department of Trade and Industry for possible market of the NFE
products (e.i. bags, toys, novelty items, preserve fruits and foods)
must be pursued.

6. Assist NFE learners to avail in the Self-help Project, "Tulong
Puhunan" of the DSWD to start a small business.

7. Put up NFE business center in each school/district for NFE
income generating project to be supervised and monitored by the NFE
Division Supervisor.

8. Request budget allocation for the construction and repair of
NFE centers in the Division of Cavite.