


**EVALUATION OF ALTERNATIVE LEARNING SYSTEM- BASIC  
LITERACY PROGRAM (ALS-BLP) IN THE THREE SCHOOL  
DIVISIONS OF CAVITE: BASIS FOR THE DEVELOPMENT  
OF AN ENHANCED FUNCTIONAL BASIC  
LITERACY PROGRAM**



A Doctoral Dissertation  
Presented to  
the Faculty of the  
College of Education Graduate Studies  
De La Salle University - Dasmariñas

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Philosophy  
Major in Educational Management

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March 2014

## ABSTRACT

Title of the Research: Evaluation of Alternative Learning System-  
Basic Literacy Program (ALS-BLP) in the  
Three Schools Divisions of Cavite: Basis for  
the Development of an Enhanced Functional  
Basic Literacy Program.

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Major : Educational Management  
Date of Completion : March 2014

This study utilized the descriptive and evaluative method in determining the implementation of ALS-BLP in the 17 school districts in the three School Divisions in Cavite focusing on the program's extent of implementation based on its vision, mission, and goals and objectives and its components as to supervision and administration, curriculum and instruction, physical facilities and instructional materials, funds, assistance of stakeholders, and center and community involvement. It also reported the program's success indicators as to enrolment, number of dropouts, and number of completers for the last three calendar years covering the periods 2010 up to 2012. It also presented the problems encountered by the administrators, mobile teachers, and learners, and the significant differences in their evaluation of the program.

Data came from the ALS-BLP Assessment Questionnaire accomplished by 34 administrators, 34 teachers, and 60 learners who participated as respondents to this study and were interpreted using weighted mean, standard deviation, and F-test or one- way ANOVA.

Findings revealed that the vision, mission, goals, and objectives were good; hierarchal order followed the DepEd's system, all the six components to be good, and problems encountered to be not so much a problem. Further, significant difference exists on the respondents' evaluation of the different components when they were taken as groups and when they were taken by the division where they belong. However, no significant difference exists on the problems encountered in the implementation of ALS-BLP when the respondents were taken as groups and when they were grouped by division.

From the results of the study, the Enhanced Functional Basic Literacy Program was developed and was proposed to be used by ALS-BLP implementers in their respective divisions as the main recommendation to improve its implementation.

## TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	4
ACKNOWLEDGMENTS	5
TABLE OF CONTENTS	8
LIST OF TABLES	12
LIST OF FIGURES	14
CHAPTER	
1 THE PROBLEM AND ITS BACKGROUND	
Introduction	15
Theoretical / Conceptual Framework	20
Paradigm	23
Statement of the Problems	25
Hypothesis	26
Scope and Limitation of the Study	27
Significance of the Study	27
Definition of Terms	30

## 2 REVIEW OF RELATED LITERATURE

Related Literature	35
Synthesis	101

## 3 METHODOLOGY

Research Design	104
Respondents of the Study	105
Research Instruments	106
Validation of Instruments	108
Data Gathering Procedure	110
Statistical Treatment of Data	110

## 4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Problem No. 1	113
Problem No. 2	116
Problem No. 3	138
Problem No. 4	140
Problem No. 5	141
Problem No. 6	145
Problem No. 7	147
Problem No. 8	149
Problem No. 9	153

## 5 SUMMARY, CONCLUSIONS AND

## RECOMMENDATIONS

Summary	160
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Conclusions	163
-------------	-----

Recommendations	164
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REFERENCES	169
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## APPENDICES

A	Letter of Request to the Schools	181
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Division Superintendent of Cavite for the Permission to Conduct the Study
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B	Endorsement Letter from the School's	182
---	--------------------------------------	-----

Division Superintendent of Cavite Province
---

C	Letter of Request to the Schools Division	183
---	---	-----

Superintendent of Cavite City for the Permission to Conduct the Study
--

D	Endorsement Letter from the School's	184
---	--------------------------------------	-----

Division Superintendent of Cavite City
--

E	Letter of Request to the Schools Division	185
---	---	-----

Superintendent of Dasmariñas City for the Permission to Conduct the Study with her
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	approval	
F	Letter to the Administrator, Principal In-charge, Coordinator and Mobile Teacher Respondents	186
G	Liham para sa mga Mag-aaral ng ALS-BLP	187
H	ALS-BLP Assessment Questionnaire (ALS-BLPQ) for Administrators and Teachers	188
I	ALS-BLP Assessment Questionnaire (ALS-BLPQ) translated Talatanungan para sa mga Mag-aaral	196
J	About the Author	204
K	Deed of Declaration	206

## LIST OF TABLES

Table	Page
1 Sample Distribution of Respondents to the Study	105
2 Extent of the Implementation of ALS-BLP's vision, mission, goals and objectives	114
3 Evaluation of the respondents on supervision and administration	117
4 Evaluation of the respondents on curriculum and instruction	120
5 Evaluation of the respondents on physical facilities and instructional materials	126
6 Evaluation of the respondents on Funds	130
7 Evaluation of the respondents as to assistance of stakeholders	132
8 Evaluation of the respondents as to community involvement	135
9 Summary of the respondents' evaluation of the different components of ALS-BLP	138
10 Significant difference in the evaluation of respondents when taken by groups	139
11 Significant difference in the evaluation of respondents when grouped according to the division they belong	140



12	Problems encountered by the respondents in the implementation of ALS-BLP	142
13	Significant difference in the problems encountered by the respondents when they were taken in groups	146
14	Significant difference in the problems encountered by the respondents when they were grouped according to division	147
17	Success indicators in the implementation of ALS-BLP in terms of number of enrolment	150
18	Success indicators in the implementation of ALS-BLP in terms of number of dropouts	151
19	Success indicators in the implementation of ALS-BLP in terms of number of completers	152

### LIST OF FIGURES

Figure	Page
1 Conceptual Framework	23
2 Organizational Structure	65

