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

VILMA A. LUNA
March 2014
ABSTRACT


Author: Vilma A. Luna
Degree: Doctor of Philosophy
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.
ACKNOWLEDGMENTS

The researcher would like to express her heartfelt thanks and gratitude and appreciation to the following persons whose inspiration, guidance, assistance, encouragement, motivation, and prayers contributed immensely to the successful completion of this study;

Dr. Olivia Legaspi, chair of the panel of oral examiners, Dr. Ayuk A. Ayuk, Dr. Isaias A. Banaag, Dr. Mericia L. Bolivar, and Dr. Ambrosio S. Capayás, members, for their support during the final oral defense;

Dr. Manuel G. Camarse, Dean of the College of Education Graduate Studies, for his encouragement and invaluable assistance;

Dr. Fanny A. Cuyos, Director, COEd Graduate Studies Department, for her inspiration, guidance, and understanding;

Ma. Luisa Abiador, DLSU-D COEd Secretary, for her kindness and unselfish support for the preliminary endorsements before the defense;

The late Dr. Yolanda V. Carpina, Schools Division Superintendent of the Division of Cavite, for giving her permission to conduct the study;

Dr. Victoria R. Pamienta, interim Schools Division Superintendent, for the inspiration and moral support;

Dr. Rosamia Gelle, Dr. Yolanda S. Oliver, and Mrs. Marites O. Manicio, Division ALS Supervisors in the Division of Cavite, City Schools Division of Cavite, and City Schools Division of Dasmariñas, for allowing
her to conduct the study and their unselfish assistance in providing the needed data.

Dr. Sonia M. Atienza, her untiring adviser and statistician, for her invaluable guidance and assistance towards the accomplishment of this study; her invaluable comments and suggestions motivated her to continue until the end of this educational feat;

Dr. Gregoria M. Nono, her former adviser, for her suggestions during the colloquium;

Aldrin P. Antivola, Faculty, CBA, Dr. Corazon M. Tined, Faculty, COEdGS, Dr. Florencio A. Abanes, PFD, COEd and Dr. Alicia P. Francisco, Filipino Key Administrator, Silang II District for their unending support as validators of the instruments used in the study;

Dr. Dorotea A. Estebat, her supervisor, for her ideas, moral boosting, and encouragement to finish this endeavor;

Mrs. Teodora C. Rodriguez, her former principal and district key administrator in Silang II District, for the moral support;

Mrs. Rowena Dimaranan, her cousin, ALS Coordinator of Silang II District for her assistance;

To Mrs. Delia Enriquez, her validator and Francis Kenneth D. Hernandez for their untiring time in editing and for sharing their expertise in doing research;
To all the District Supervisors, Key Administrators, Coordinators, Mobile Teachers, and ALS-BLP learners, for participating in this study as respondents who for their cooperation and support paved way in the fulfillment of this research;

The late Olimpio and Vicenta, her parents, for the inspiration and guidance in whom she got her strength during the times she wanted to give up while doing this study;

Her husband and children John Eivan and John Edrian including her brothers and sisters, for all the love, understanding, they painstakingly provided during those frustrating moments, and for financial support towards the accomplishment of this study;

Her friends, especially Ronalyn Ambion, Lorna Salcedo and Serma, for their moral support and company;

To all those whom the researcher may forget to mention, your efforts and help are greatly appreciated;

And to God Almighty who is the giver of satisfactory life and never-ending search for wisdom, which through His divine spiritual intercession and noble direction, she was able to get the physical stamina, mental vigor, and peace of mind, especially in times of dissuasions.

VAL
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TITLE PAGE</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>2</td>
</tr>
<tr>
<td>APPROVAL SHEET</td>
<td>4</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>5</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>8</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>12</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>14</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>1 THE PROBLEM AND ITS BACKGROUND</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>15</td>
</tr>
<tr>
<td>Theoretical / Conceptual Framework</td>
<td>20</td>
</tr>
<tr>
<td>Paradigm</td>
<td>23</td>
</tr>
<tr>
<td>Statement of the Problems</td>
<td>25</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>26</td>
</tr>
<tr>
<td>Scope and Limitation of the Study</td>
<td>27</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>27</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>30</td>
</tr>
</tbody>
</table>
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
Conclusions 163
Recommendations 164

REFERENCES 169

APPENDICES

A Letter of Request to the Schools Division Superintendent of Cavite for the Permission to Conduct the Study 181
B Endorsement Letter from the School’s Division Superintendent of Cavite Province 182
C Letter of Request to the Schools Division Superintendent of Cavite City for the Permission to Conduct the Study 183
D Endorsement Letter from the School’s Division Superintendent of Cavite City 184
E Letter of Request to the Schools Division Superintendent of Dasmariñas City for the Permission to Conduct the Study with her
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>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>105</td>
</tr>
<tr>
<td>2</td>
<td>114</td>
</tr>
<tr>
<td>3</td>
<td>117</td>
</tr>
<tr>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td>5</td>
<td>126</td>
</tr>
<tr>
<td>6</td>
<td>130</td>
</tr>
<tr>
<td>7</td>
<td>132</td>
</tr>
<tr>
<td>8</td>
<td>135</td>
</tr>
<tr>
<td>9</td>
<td>138</td>
</tr>
<tr>
<td>10</td>
<td>139</td>
</tr>
<tr>
<td>11</td>
<td>140</td>
</tr>
<tr>
<td>12</td>
<td>141</td>
</tr>
</tbody>
</table>

1. Sample Distribution of Respondents to the Study
2. Extent of the Implementation of ALS-BLP’s vision, mission, goals and objectives
3. Evaluation of the respondents on supervision and administration
4. Evaluation of the respondents on curriculum and instruction
5. Evaluation of the respondents on physical facilities and instructional materials
6. Evaluation of the respondents on Funds
7. Evaluation of the respondents as to assistance of stakeholders
8. Evaluation of the respondents as to community involvement
9. Summary of the respondents’ evaluation of the different components of ALS-BLP
10. Significant difference in the evaluation of respondents when taken by groups
11. Significant difference in the evaluation of respondents when grouped according to the division they belong
12 Problems encountered by the respondents in the implementation of ALS-BLP

13 Significant difference in the problems encountered by the respondents when they were taken in groups

14 Significant difference in the problems encountered by the respondents when they were grouped according to division

17 Success indicators in the implementation of ALS-BLP in terms of number of enrolment

18 Success indicators in the implementation of ALS-BLP in terms of number of dropouts

19 Success indicators in the implementation of ALS-BLP in terms of number of completers
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Conceptual Framework</td>
<td>23</td>
</tr>
<tr>
<td>2 Organizational Structure</td>
<td>65</td>
</tr>
</tbody>
</table>