



ABSTRACT

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RESEARCH TITLE : Evaluation of the Implementation of the Literacy and Livelihood Programs of the Alternative Learning System: Basis for Improved Policy Implementation

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Major in Educational Management

This study attempted to evaluate the implementation of the Literacy and Livelihood Programs of the Alternative Learning System in selected schools in the Division of Makati as basis for improved policy implementation.

Specifically, it sought answers to the following questions:

1. What is the evaluation of the learner and the instructional manager respondents as regards the implementation of the literacy program in terms of the following variables:

- a. Objectives;
- b. Curriculum contents;
- c. Teacher's teaching strategies;
- d. Program schedule;



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- e. Evaluation tools;
- f. Learning materials; and
- g. Teachers' competencies?

2. What is the evaluation of the two groups of respondents on the implementation of the ALS Livelihood Program in terms of the above cited variables?

3. Is there a significant difference between the evaluations of the two groups of respondents on the ALS Literacy Program relative to the aforementioned variables?

4. Is there a significant difference between the evaluations of the two groups of respondents on the ALS Livelihood Program in terms of the aforecited variables?

5. What are the problems met by the instructional managers and the learner respondents during the implementation of the ALS program?

6. What policies can be proposed to enhance the implementation of the ALS program based on the result of the study?

From the problems stated, data were gathered and analyzed and the following results were obtained:

1. The two groups of respondents strongly agree that the implementation of the Alternative Learning System Literacy program is appropriate, useful and relevant in terms of its objectives, curriculum content, teacher's teaching strategies, program schedule, evaluation tools, learning materials and teachers' competencies.

2. The instructional manager and the learner respondents evaluated that the implementation of the ALS livelihood program is appropriate, useful and relevant except that the learner respondents evaluated the program schedule as inadequate.



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3. There is no significant difference between the evaluations of the two groups of respondents on the ALS Literacy program.

4. There is no significant difference between the evaluations of the two groups of respondents as regards the implementation of the ALS Livelihood program.

5. The top five problems frequently encountered by the learners in the implementation of the ALS Literacy program are: 1) Learners do not care so much on their ALS classes (26.6%); 2) Learners are not studying well during ALS classes (26.6%); 3) Learners are not well behaved during ALS classes (8.51%); 4) Learners were not able to follow the implementation of the ALS program (7.54%) and, 5) Learners are not cooperative with their instructional managers (6.38%).

On the other hand, the five problems encountered by the learners during the implementation of the ALS Livelihood are the following: 1) There are learners who misbehave during the ALS classes; 2) Employment of learners after pursuing the livelihood course is not assured; 3) There is no separate training center for the livelihood programs; 4) Learners find it hard to understand English written modules; 5) Instructional managers have minimal time to teach the learners and prices of raw materials needed during skills training, affect the performance level of learners.



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