

# Enhancing Reading Comprehension Strategy Skills of Language Teachers with Grade 10 Students Extension Activity: An Impact Assessment

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*Abstract* — This quantitative research, using a descriptive design, is conducted to assess the Bachelor of Secondary Education Department's extension activity. It sought to determine the beneficiaries' assessment of the BSED extension activity when taken as a whole and classified by age, sex, and beneficiary type. This study was conducted in the academic year 2021-2022 and involved the language teachers and Grade 10 students of Valerio P. Palmares National High School. The data were collected using a validated researcher-developed checklist. The statistical tools used were frequency counts, percentages, mean, standard deviation, and the Mann-Whitney U test. The level of significance was set at the 0.05 alpha level. The results revealed that the beneficiaries' assessment of the extension projects was 'good' when considered as a whole and classified by sex, age, and beneficiary type. However, no significant difference was found in the level of assessment of the BSED Department extension activity across sex, age, and beneficiary type. The activity was conducted with the primary purpose of enhancing the reading comprehension strategies of language teachers working with Grade 10 students, which the proponents deemed very vital. With new knowledge, insights, and skills gained from the activity, the language teachers were able to even polish their craft in teaching reading comprehension, as issues faced by the Grade 10 students in this area were given remediation and intervention, making the teaching-learning process enjoyable and meaningful. Presently, they still use the skills they learned from this activity in teaching their students, especially when the lesson requires understanding or comprehension of the text or selection read. It is therefore recommended that the Bachelor of Secondary Education Department continue to design and implement extension activities such as these to improve further not only the teacher's skills but more importantly the students in general.

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## I. Introduction

Extension is the design of activities that affect behavior change through constituent-driven programs focused on outcome-based objectives, using a variety of educational processes and techniques over a continuum of time (Wilkins, 2000). Thus, an extension program or activity is an essential component of quality education. It provides skills and technological training to many who have limited access to formal education.

Extension activities or programs were initially conceived as a service to "extend" research-based knowledge to the rural sector, thereby improving beneficiaries' lives. Extension thus

includes components of technology transfer, broader rural development goals, management skills, and non-formal education. The traditional view of extension in developing countries was very much focused on increasing production, improving yields, training farmers, and transferring technology. Today's understanding of extension goes beyond technology transfer to facilitation, beyond learning and training. It includes helping beneficiaries form groups, address community issues, and partner with a broad range of service providers and other agencies (Davis, 2009). Recent studies also show that school-based extension projects can strongly improve teacher competence, learner outcomes, and school-community partnerships when evaluated adequately for sustainability and impact (Garcia & Ramos, 2022; Valdez, 2021; Torres et al., 2023).

Moreover, an extension program enables the educational institution to build linkages with and serve the broader community, making the institution real and alive in the hearts and minds of stakeholders in real-life situations and scenarios.

Hence, in line with the Vision/Mission of the schools, which is an upliftment of the quality of life, distinct trademarks of the school's culture of excellence, employees and students imbibe within themselves the core values of the institution, extending services at their utmost ability in the community is one way of manifesting the desire to become socially aware and be involved in community development.

The Northern Iloilo Polytechnic State College, as an institution of higher learning, is mandated to serve four functions: instruction, production, research, and extension. Every school and department in the college is required to observe these functions. The Bachelor of Secondary Education Department, as one of the College's departments, seriously undertakes the above-stated functions. It is also active in undertaking extension and community involvement programs and activities with the aim not only of delivering quality education to learners but also of contributing to the holistic development of the community, specifically in the school's service areas.

Valerio P. Palmares National High School, situated in Brgy. Tanao, Batad, Iloilo, has been an adopted school of the BSED department since 2010. Since then, the department has been implementing extension programs or activities for the school. One of these is the extension activity on enhancing the reading comprehension strategy skills of language teachers with Grade 10 students, conducted last September 2021. To assess whether this extension activity has successfully achieved its objective, this study was conceived.

## **II. Methodology**

### **Research Design**

The descriptive research design was employed in this study. Descriptive research is a type of analysis that focuses on outlining the features of the population or issue under study. The level of assessment of the Bachelor of Secondary Education (BSED) Department's extension activity to

its beneficiaries, in terms of age, sex, and beneficiary type, was described using a descriptive research design, which emphasizes "what" rather than "why" (Bhat, 2018).

## Respondents

The respondents in the study were 70 (100%) beneficiaries of the BSED Department's extension activity at Valerio P. Palmares National High School. Among the 70 respondents in the survey, 50 were students identified with reading difficulties after the administration of the standardized Phil-IRI test, and the remaining 20 were the language teachers of the said school. They were selected using a purposive sampling method.

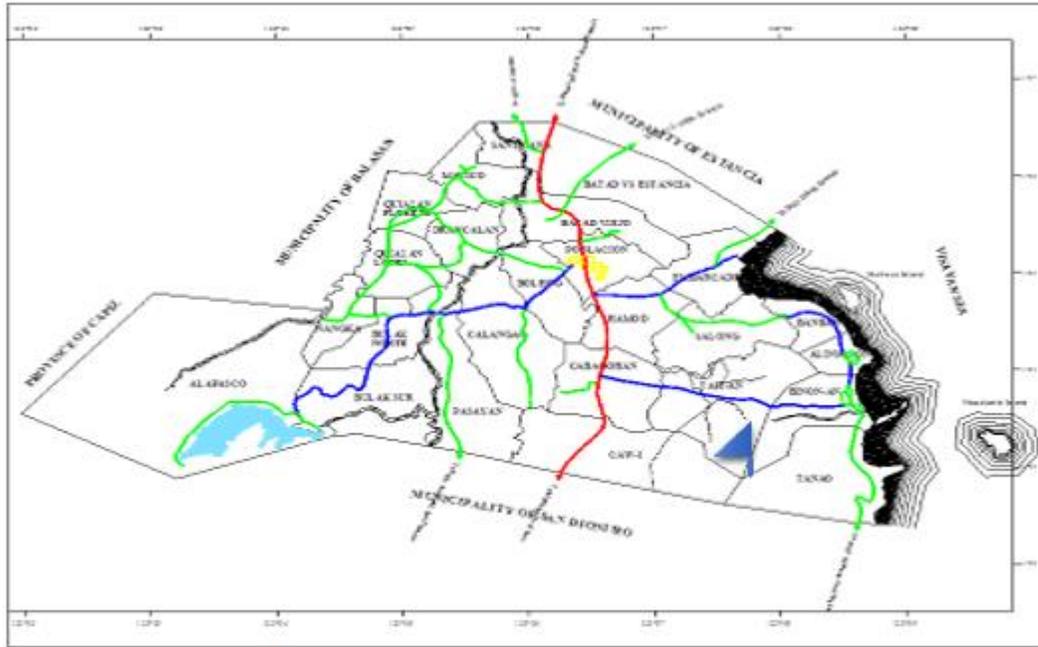
Table 1 shows the distribution of respondents according to variables. The entire group of respondents comprises 70 beneficiaries of the BSED department's extension activity at Valerio P. Palmares National High School. The respondents were classified by sex, age, and beneficiary type. Moreover, sex was categorized as male (f=38, 54.3% of the entire group) or female (f=32, 45.7% of the entire group). Age was categorized as 15-25 years old (f=53, 75.7% of the entire group) or 26 years old and above (f=17, 24.3% of the entire group). The type of beneficiary was categorized as to teacher (f= 50, 71.4% of the entire group) or student (f= 20, 28.6% of the entire group)

**Table 1. Distribution of Respondents According to Variables**

Categories	f	%
Entire Group	70	100
Sex	38	54.3
Male	32	45.7
Female		
Age		
15- 25 years old	53	75.7
26 years old and above	17	24.3
D. Type of Beneficiary Teacher		
Student	50	71.4
Teacher	20	28.6

## Research Locale

This study was conducted in Valerio P. Palmares National High School (VPPNHS). The VPPNHS is situated in Brgy. Tanao, Batad, Iloilo and it is one of the secondary schools in the Municipality of Batad.



**Figure 1. Map of the Locale of the Study**

### Data Gathering Instrument

To achieve the study's objectives, the study employed a checklist as its data-gathering instrument. It was composed of two parts: Part I called for the profile of the respondent, and Part II was the 21-item checklist. It was subjected to reliability and validity testing. The reliability testing was done by administering it to thirty (30) non-respondents of the study. The result was  $\alpha = 0.954$ , indicating high instrument reliability. For the interpretation of the results the scale was shown below:

#### Arbitrary Scale

Scale	Description
3.25 – 4.00	Excellent
2.50 – 3.24	Very Good
1.75 – 2.49	Good
1.00 – 1.74	Poor

### III. Results and Discussion

#### Level of Assessment of the BSED Department Extension Activity by the Beneficiaries on Enhancing Reading Comprehension Strategy Skills of Language Teachers with Grade 10 Students when taken as a Whole and Classified according to Sex, Age, and Type of Beneficiary

The level of assessment of the BSED department extension activity, as rated by beneficiaries, in enhancing reading comprehension strategy skills of language teachers with Grade 10 students, when taken as a whole and classified by sex, age, and type of beneficiary, using the mean.

When the beneficiaries were taken as a whole, the level of assessment of the BSED department extension project was “good” (Mean = 2.09, SD = 0.28). When the respondents were classified by sex, both male (M= 2.12, SD= 0.32) and female (M= 2.05, SD= 0.21) beneficiaries rated the extension activity as “good”. When the respondents were classified according to age, both beneficiaries aged 15-25 years old (M= 2.12, SD= 0.31) and 26 years old and above (M= 2.00, SD= 0.11) found the extension activity as “good”. Likewise, when the respondents were classified according to the type of beneficiary, both the teachers (M= 2.11, SD= 0.31) and students (M= 2.03, SD= 0.15) found the extension activity as “good”. This may mean that the beneficiaries found the BSED department extension activity to be a valuable contributor to enhancing teachers' reading comprehension strategy skills and students' reading performance.

These results contrast with the study by Malahay (2019), which found that the extension projects or activities were beneficial to the recipients and that the overall evaluation rating of the extension projects was excellent. This finding aligns with the report by Castillo and Rivera (2022), who found that reading-focused extension projects often result in moderate gains in teaching efficacy and learner comprehension when implemented for a short duration but yield “very good” results when extended for a longer period. Table 2 shows the data.

**Table 2. Level of Assessment of the BSED Department Extension Activity by the Beneficiaries**

Categories	N	M	SD	Description
A. Entire Group	70	2.09	0.28	Good
B. Sex				
Male	38	2.12	0.32	Good
Female	32	2.05	0.21	Good
C. Age				
15 – 25 years old	53	2.12	0.31	Good
26 years old & above	17	2.00	0.11	Good
D. Type of Beneficiary Student				
Teacher	50	2.11	0.31	Good
	20	2.03	0.15	Good

Scale	Description
3.25 – 4.00	Excellent
2.50 – 3.24	Very Good
1.75 – 2.49	Good
1.00– 1.74	Poor

### **Difference in the Level of Assessment of the BSED Department Extension Activity by the Beneficiaries on Enhancing Reading Comprehension Strategy Skills of Language Teachers with Grade 10 Students when Classified according to Sex, Age, and Type of Beneficiary**

The differences in the level of assessment of the BSED Department extension activity by beneficiaries in reading comprehension strategy skills of language teachers with Grade 10 students, when classified by sex, age, and type of beneficiary, were determined using the Mann-Whitney U Test. Results revealed no significant difference in the level of assessment of BSED department extension activity of males ( $M = 2.12$ ,  $N = 38$ ) and females ( $M = 2.05$ ,  $N = 32$ ),  $U = 543$ ,  $z = -0.895$ ,  $p = 0.371$ . When classified according to age, results revealed no significant difference in the level of assessment of the BSED Department extension activity between beneficiaries aged 15-25 years old ( $M = 2.12$ ,  $N = 53$ ) and 26 years old and above ( $M = 2.00$ ,  $N = 17$ ),  $U = 330.50$ ,  $z = -1.92$ ,  $p = 0.055$ . Moreover, when the beneficiaries were classified into the type of beneficiary, there is no significant difference in the level of assessment of BSED Department extension activity between the students ( $M = 2.11$ ,  $N = 50$ ) and teachers ( $M = 2.03$ ,  $N = 20$ ),  $U = 411$ ,  $z = -1.351$ ,  $p = 0.177$ . These results imply that beneficiaries, regardless of their sex, age, and type of beneficiary, did not differ in the level of assessment of BSED Department extension activity. Table 3 shows the data.

**Table 3. Mann-Whitney U Test in the Reading Literacy Level of Students when Classified According to Sex and School Classification**

Categories	N	M	SD	U	p
A. Sex					
Male	38	2.12	0.32	543	0.371
Female	32	2.05	0.21		
B. Age					
15-25 years old	53	2.12	0.31	330.5	0.055
26 years old & above	17	2.00	0.11		
				4.11	0.177
C. Type of Beneficiary Student					
Teacher	50	2.11	0.31		
	20	2.03	0.15		

\* $p < 0.05$ , significant at 0.05 level (two-tailed).

#### **IV. Conclusion**

Based on the findings of the study, the following conclusions were drawn:

When respondents were taken as a whole, the beneficiaries found the BSED department extension activity to be a significant contributor to the enhancement of teachers' reading comprehension strategy skills and students' reading performance. The level of assessment, when classified by sex, age, and beneficiary type, was only good. This implies that the beneficiaries experienced a slight improvement in teachers' reading comprehension strategy skills and in students' reading performance. The findings could also be attributed to the fact that the BSED Department's extension activity needs further enhancement in its projects and activities to offer distinctive improvements in the beneficiaries' skills, so that the department's extension projects and activities can make a change in the teaching-learning process.

There were no significant differences in the level of assessment of the BSED Department extension activity among beneficiaries when they were classified by sex, age, and beneficiary type. It can be concluded that, regardless of sex, age, or beneficiary type, beneficiaries did not differ in their ratings of the level of assessment of the BSED Department extension activity.

This finding agrees with the research of Lim and Cruz (2023), who observed that demographic factors such as age and sex have minimal influence on teachers' and students' perceived benefits of literacy-based community extension projects, suggesting that project content and delivery matter more than personal attributes.

#### **RECOMMENDATIONS**

In light of the conclusions derived from this study, the following recommendations are advanced: The BSED Department may enhance its extension projects to offer distinctive improvements in beneficiaries' skills. The School of Education may coordinate the results of this study with cooperating agencies to help them plan more efficient and effective extension projects and activities. The Teachers may continue to work hard in hand with the community so that they can extend their services beyond the boundaries of their classrooms. The beneficiaries may continue to participate actively in every extension project and activities conducted by the BSED Department for the improvement of the teaching-learning process.

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