

Impact Assessment of the Isang Tasáng Lapis: An Extension Program of the Teacher Education Department of Batanes State College

Miah Daphnie B. Buenafe
Department of Education-SDO Batanes
DepEd-SDO Batanes
Basco, Batanes

Abstract:- The Batanes State College as one of the State Colleges in the country has been fulfilling its duty and mandate in delivering extension services to its community. The college through its Teacher Education Department has implemented an extension program on December 2022 to June 2023 dubbed as “Isang Tasáng Lapis: An Extension Project of the Teacher Education Department to the Academically Challenged Pupils of Basco Central School” which aimed to improve the literacy skills of pupils. This research evaluated the impact of the extension program and the challenges encountered in the implementation. The descriptive -comparative design was employed with 52 parents, 17 BCS teachers, and 8 TED faculty members as respondents to the study.

The findings of this research indicated that the extension project is positively perceived by both parents and teachers. Specifically, the project has notably increased the motivation of the learners to attend classes which was validated by the teachers and acknowledged by the parents.

This study also provided evidence that the academic performance of learners was improved after attending the project. The data revealed that the project significantly contributed to improving the learners’ academic performance. Thus, this study affirms the effectiveness of the project and suggests its potential value in enhancing the learners’ academic success.

The study also identified challenges related to planning, implementation, and monitoring wherein both groups indicated minimal challenges in all phases indicating an excellent planning and execution of the project. However, minor challenges such as clarity on partner agency’s focal person, insufficient resources, and project sustainability were pointed out improvement.

Based on the findings of the study, recommendations were made to improve the project. The recommendations include designing activities to foster creativity, curiosity, and empathy among pupils, prioritizing immediate needs in reading comprehension and numeracy, and enhancing planning and coordination between partners schools. It was also recommended to address resource constraints such as materials, equipment, manpower, and time to

ensure smooth implementation of the project. Other recommendations include implementing strong monitoring frameworks and planning for project sustainability and improving learning environment to optimize interventions and enhance academic success.

Keywords:- *Impact Evaluation; Implementation; Planning; Monitoring; Academic Performance; Extension Service.*

I. INTRODUCTION

State Universities and Colleges (SUCs) in the Philippines are obligated to fulfill a trio of duties, encompassing instruction, research, and extension services. Instruction, serving as its primary mission, involves imparting knowledge and skills to students. Another duty that a SUC needs to fulfill is research endeavors that foster development of novel theories and practices beneficial to both the institution and the society. The importance of research is highlighted in Commission of Higher Education (CMO) No. 26, s. 2012, pointing out the need to provide targeted assistance for research necessary for technological advancement, economic development, and global competitiveness, as well as contributing to the country’s strategic directions and policies.

This CMO stipulates that it is also the core objectives of the SUCs to enhance the quality of life of Filipinos by addressing effectively societal needs, and offer solutions to local, regional, and national issues. In addition to instruction and research, SUCs are expected to perform this pillar that articulates the relationship and aspirations towards society and societal contributions.

The third mission of the higher institutions is its Extension Service which enables the institution and its faculty members to extend their expertise and services not only to their students but also to their community. This service is instrumental in bridging the gap between research and community as it offers knowledge and assistance to the beneficiaries of the service.

Colleges and universities in the country prioritize conducting extension programs, recognizing their significance in promoting sustainable practices and enhancing community well-being. The partnerships and connections formed through extension services are pivotal for fostering collaboration,

innovation, and advancement across diverse sectors. Whether in business, academia, or the community, cultivating strategic partnerships and fostering meaningful collaborations can result in shared resources, exchange of expertise, and mutually advantageous outcomes.

Extension services play a crucial part in improving higher education through field exposures of both teaching staff and students. It is through extension service that directional and purposive process of relevant education to the people; a dynamic process of diffusion is being brought. Because of this, a properly defined and meticulously designed initiative is necessary for effective delivery of knowledge and technology to rural communities Ammakiw (2013).

While it is deemed necessary for these higher education institutions to conduct their extension services, it is also equally important to monitor and evaluate the effectiveness of the project implementation. Pentang (2021) stated that evaluation of extension programs and projects is necessary to measure the quality and effectiveness of the implementation. Evaluation is crucial in assessing the effectiveness of the project and helps in determining whether the project achieved its set objectives and goals. This also helps the implementers to measure their performance by identifying their areas of success and areas for improvement.

Through project evaluation, the implementers can assess the efficiency of resource utilization such as finances, time, manpower, and materials. This would enable them to allocate resources effectively in future projects. Also, the results of evaluation serve as basis for decision making processes as to whether to continue, modify, or terminate the project.

Sermona, et.al (2020) mentioned in their study that the extension service is a fundamental component of SUCs, thus evaluations of the scope and effectiveness of their delivery were integrated into the different assessment frameworks for SUCs such as SUC Levelling, the Annual Major Final Outputs of SUCs, CHED's Institutional Sustainability Assessment, and the Institutional and Program Accreditation conducted by the Accrediting Agency of Chartered Universities and Colleges (AACCUP).

Batanes State College (BSC) has been fulfilling its mandate in embracing its commitment to community engagement as it extends its expertise and resources beyond its campus by reaching out to the community and providing services. Through its programs and initiatives, the college facilitates addressing the current needs and concerns of the local community. One of its invaluable extension services is the provision of remedial classes to the academically challenged pupils of Basco Central School (BCS) from Grades 1-6. The college implemented a project that would address the learning gaps of the pupils through the faculty members of the Teacher Education Department (TED) employing their innovative teaching methodologies.

Their extension project dubbed as “*Isang Tasang Lapis: An Extension Project of the Teacher Education Department to the Academically Challenged Pupils of Basco Central School*” was implemented from December 2022 to June 2023. This project aimed to promote learning of students through tutorial and assistance services of the Teacher Education Department (TED). It is an adopt-a-school project for academically challenged students aiming to improve reading, numeracy, science and other essential academic abilities that they did not acquire during the pandemic. The extension project was a collaborative effort of the TED faculty members and their pre-service students.

The project initially started on scouting possible school from the Schools Division of Batanes to be the recipient of the service. Through the School Mobilization and Networking (SMN) of SDO Batanes, Basco Central School (BCS) was identified as the recipient school of BSC’ extension service. The college conducted a planning meeting with the school head of BCS wherein the two schools agreed on the implementation of the extension project. The plan was sealed with the signing of the Memorandum of Agreement (MOA) between BCS represented by its school head, Ms. Bernadette L. Vinalay and BSC represented by its president, Dr. Djovi Regala-Durante.

The TED carefully planned the implementation of this project ensuring that it will be carried out seamlessly aligning to the core objectives of BSC. Through the guidance of the Office of the Director for Instruction, a two-day training course was conducted to ensure that the implementers will be able to execute the project effectively and efficiently.

Therefore, this study examined the impact of the “*Isang Tasang Lapis: An Extension Project of the Teacher Education Department to the Academically Challenged Pupils of Basco Central School*” on the pupils, teachers, and TED faculty staff. This specifically sought to determine the impact of the extension project as perceived by the parents and teachers of the learners involved in the project, determine if there is a difference on the performance of the learners before and after the implementation of the extension project, and identify the challenges encountered by the teachers of the learners involved in the project and faculty member from the TED of BSC in the project implementation.

II. METHODOLOGY

A. Research Design

The research employed a descriptive-comparative design. It was used to characterize the impact of the extension project as perceived by the parents and teachers of the learners involved in the project and identify the challenges encountered by the teachers of the learners involved in the project and faculty member from the TED of BSC in the project implementation. Meanwhile, to determine if there is a difference in the performance of the learners before and after the implementation of the extension project, the General Weighted Average (GWA) for the first and fourth quarter of the learners was used.

A 5-point Likert Scale was used to assess the impact of the extension project and identify the challenges encountered by the teachers and proponents. To interpret the GWA of the

learners, the descriptive equivalent based on DepEd Order 8, s. 2015 was used:

MPS & Its Descriptive Equivalent	
Mean Percentage Score (MPS)	Descriptive Equivalent
90-100	Highly Proficient
85-89	Proficient
80-84	Nearly Proficient
75-79	Beginning Proficient
74 and below	Not Proficient

Table 1 MPS & Its Descriptive Equivalent

B. Respondents and Sampling Procedure

The respondents in determining the impact of the extension project were the parents and teachers of the involved learners in the projects while the respondents in identifying the challenges encountered during the implementation of the project were the teachers involved in the project from BSC and the faculty members of the TED of BSC.

The researcher employed a total enumeration in gathering the information needed in the completion of the research. This implies that the parents and teachers of the pupils who participated in the project and all the faculty members of the TED of BSC were selected as respondents of the study. However, only 91% or 52 out of 57 parents participated in the study.

C. Research Instruments

The primary instrument of this research is a survey questionnaire. The research consisted of a two-part survey questionnaire. The first part of the questionnaire examined the impact of the extension project as perceived by the parents and teachers of the learners involved in the extension project. The second part of the questionnaire evaluated the challenges encountered by the teachers of the learners involved in the study and the faculty members of the TED of BSC.

To gather the data, the researcher sought the permission of the school head of BCS to float the questionnaires to the selected respondents from the said school. Likewise, the researcher sought the help of the school head and teachers of the involved learners in reaching out to their parents. After seeking the consent of the teachers and parents, the researcher assured them that all obtained information will be treated with utmost confidentiality and will be used solely for the purposes of this research.

Meanwhile, the researcher also sought the permission of the College President of BSC to gather data from the faculty members of TED.

The collection of necessary research data involved paper-based and face-to-face survey.

The data were analyzed using Descriptive Statistics. The One-Way Analysis of Variance (ANOVA) and T-tests were

utilized in treating the significant difference in the academic performance of the pupils.

III. RESULTS AND DISCUSSIONS

The study presents the impact of the extension project as perceived by the parents and teachers of the learners involved in the project. The data reveals that both parents and teachers perceive the extension project positively. The overall mean score of 4.29 corresponding to the description of “Strongly Agree” signifies a high level of satisfaction with the project’s implementation among both groups. This result indicates that both parents and teachers are highly satisfied with how the project has been implemented and its effects on the learners involved.

Upon examining each item indicator in Part 1, it becomes apparent that the learner’s motivation to attend classes saw a significant increase following the intervention. The average mean score of 4.42 derived from the combined perspectives of the teachers and the parents indicates a strong consensus that the extension project positively influenced the learners’ engagement and motivation towards attending their classes. While the learners’ creativity and curiosity in their lessons garnered an overall mean score of 4.17 indicating a consensus of “Agree” recording the lowest score among the indicators in Part 1. This reveals that the project made a modest contribution in enhancing their creativity and curiosity towards their lessons.

On the other hand, after the reviewing the viewpoints of the teachers, it was found out that the teachers shared common belief and they unanimously approved that their pupils showed improvement in their reading performance, supported by the mean score of 4.29 described as “Strongly Agree”. This suggests a consensus among the teachers regarding the positive impact on the student reading performance.

Furthermore, the teachers unanimously concurred that the project contributed modestly to the pupil’s creativity, as indicated by a mean score of 3.59, described as “Agree.” Although this score is the lowest mean score of the teachers among the indicators in Part 1, it still falls within an acceptable range. However, it is important not to overlook this result and its implications.

Meanwhile, the parents unanimously agreed that their children exhibited increased motivation to attend classes, as indicated by the mean score of 4.52, described as “Strongly Agree.” This tells us that the children demonstrated greater interest in attending their classes. The mean score of the parents reflects a high level of agreement among parents regarding their children’s increased motivation towards attending school.

Moreover, the parents unanimously agreed that the project modestly enhanced the pupils’ understanding and compassion towards their peers facing similar struggles and challenges as indicated by a mean score of 4.23, described as “Strongly Agree.” Despite being the lowest mean score among the parental indicators in Part 1, it remains within a commendable range. Nonetheless, it is important to carefully consider these results and their implications.

These findings align closely with Mutahar’s (2023) research outcomes which revealed that remedial interventions can significantly influence the motivation of the learners to attend their classes. Studies have shown that interventions focusing on self-awareness, visualization of ideal selves, and self-regulated learning strategies can enhance students’ motivation and engagement. The paper discusses a successful programme to motivate learners by fostering a growth mindset, effort attribution, and goal setting, resulting in increased motivation and positive outcomes.

Various remedial interventions have been proven effective in enhancing reading performance among struggling readers. Studies have shown the efficacy of interventions such as the Balsa Para sa Pagbasa 30-minute Purok-based which was published in the EPRA International Journal of Multidisciplinary Research in 2023. This remedial program effectively improved the reading performance of Grade Five struggling readers as shown by significant results in the study. Another similar study conducted by Kerry (2008) examined the effects of a synthetic phonics-emphasis Direct Instruction remedial reading program on students with serious reading problems for 134 students. The results highlighted the effectiveness of the intervention in enhancing phonological processes crucial for reading development among students with reading difficulties. The findings suggested that targeted remedial reading programs can be beneficial for improving reading skills in students facing challenges in this area.

The second part of the research assessed the impact of the project to the academic performance of the learners, and it shows that there is a statistically significant difference between the performances of the learners before and after the implementation of the project as evidenced by the significance difference of 0.001. The significance level of 0.001 suggests strong evidence indicating that the observed difference in the academic performance of the learners is not by chance but can be attributed to the implemented project. The finding suggests that there is strong evidence to support the conclusion that the project had an impact on the academic performance of the learner.

The data shows that before the project, the learners had a Mean Percentage Score (MPS) of 80.79, which increased to 82.35 after the project. Both MPS scores are categorized as “Nearly Proficient,” indicating a comparable level of achievement. The noticeable increase in MPS after the project implementation underscores the significance of the project and its impact on the academic performance of the learners.

These findings were supported by several studies which have shown the positive impact of remedial interventions on learners across various studies. The study of Simon (2019) in Namibia demonstrated that learners who received remedial support improved their academic performance significantly. Similarly, the study of Fatimah et al. (2016) in Saudi Arabia highlighted that low-achieving students who participated in remedial sessions exhibited improved attitudes and conduct, benefiting from a supportive environment and simplified instruction.

The last part of the study outlines the challenges faced before and during the project implementation by the BCS teachers and faculty members of the TED of BSC. The overall mean score of 1.97 (sd=0.66) suggests that the respondents generally Strongly Disagree with the statements reflecting the possible challenges encountered during the project planning, implementation, and monitoring. The mean score indicates that the respondents hold a predominantly negative perspective on the challenges in the project implementation revealing that the implementers had carefully planned and effectively executed the project. This finding indicates that overall, no major challenge and difficulty was encountered in the entire duration of the project.

In terms of planning, both BCS teachers and TED faculty members collectively rated their experience with a mean score of 1.81 described as “Strongly Disagree” response. This indicates that they encountered minimal challenges during the preparatory phase of the project implementation. Upon careful examination of their collective responses, the item indicator in focal person from the partner agency concurred the highest overall mean score of 1.92, described as “Disagree.” While this score remains within the acceptable range, it also indicates that during the planning phase, this is the aspect wherein both parties encountered a little difficulty and some challenges.

Looking closely at their responses in the planning stage, BCS teachers showed the highest mean score of 2.28 for the indicator regarding the focal person from the partner agency. While this score falls under the description of “Disagree” suggesting a minor challenge, it should not be overlooked as it highlights instances where clarity was lacking regarding whom to approach during the project planning process. This result indicates that the BCS teachers identified this as the most challenging aspect during the planning process. This finding underscores the importance of ensuring clear communication channels for effective collaboration.

On the other hand, the TED Faculty members recorded the highest mean score of 1.25 indicating a “Strongly Disagree” response when it comes to implementation plan. While this suggests minimal challenge for the TED faculty

members, it underscores a noteworthy observation that there is a perceived difficulty in developing a clear implementation plan for the project. This finding highlights the importance of addressing planning procedures to enhance project execution effectiveness.

Meanwhile, the overall mean score for the implementation phase is 2.04, indicating a consensus among the BCS teachers and TED faculty members in stating that they encountered very minimal challenges while executing the project. Upon careful consideration on their responses, they collectively identified the lack of sufficient materials and equipment to support the project as the most challenging aspect in the implementation phase after it recorded the highest mean score of 2.31, described as “Disagree.” While this score suggests a relatively minor challenge, it underscores an important finding. Their collective responses highlight an issue that presents a notable challenge during the implementation phase.

After closely analyzing the collective responses of the BCS teacher on the implementation proper of the project, it was revealed that they encountered challenges related to insufficient manpower, time, and equipment. These challenges were highlighted by their collective mean score of 2.28, indicating a consensus of “Strongly Disagree” for each item indicator. Although these results imply a relatively minor challenge in the implementation phase, it is crucial not to overlook the fact that these issues received the highest mean score. This indicates instances where these challenges posed potential hindrances during the project implementation.

On the other hand, the TED faculty members noted their highest mean score of 2.38, described as “Strongly Disagree” regarding insufficient materials and equipment. Although this finding translates into a minimal challenge among the TED faculty members, it is important to note this finding, as it indicates instances during the project implementation where these factors posed challenges for them. This finding is also consistent with that of the BCS teachers.

Regarding monitoring, both groups concurred an overall mean score of 1.97, described as “Disagree” revealing that the challenges they encountered were only minor and did not significantly hinder the project implementation. Despite the minimal challenges identified in monitoring, it is important to note their collective response to project sustainability with a mean score of 2.31, also described as “Disagree.” This suggests that both groups have expressed concerns about sustaining the project over time.

Upon examining the collective responses of the BCS teachers, it has been observed that they have the highest mean scores of 2.39, described as “Disagree” for both on monitoring tools/strategies/ approaches by the implementers and project sustainability. While these scores indicate minimal challenges, it is crucial not to overlook them as they highlight instances where challenges were encountered in these aspects.

Furthermore, looking closely to the collective responses of the TED faculty members, they have recorded the highest mean score of 2.13, described as “Disagree” regarding project sustainability. This coincides with the feedback from the BCS teachers. Although this translates to a relatively minor challenge encountered while executing the project, it highlights an important concern that needs to be addressed and is significant in the next project implementation.

Among the other challenges that the BCS teachers and TED faculty members encountered were as follows:

- Low interest of the learners attending the class
- Bad weather
- Lessons and activities should prioritize the reading comprehension and numeracy needs of these academically challenged pupils before giving them more complex topics
- Instructional materials should be suitable for learners
- Influx of unregistered pupils attending the activity
- Room has no good ventilation

The challenge found in the planning phase coincides with the study of Murdock et al., (2010) wherein they stated that planning remedial classes as an extension project with a partner agency can present various challenges. They have noted that inter-agency collaboration and partnership between university extension projects and informal education spaces can face difficulties in coordinating efforts and aligning goals. Overcoming these challenges requires a comprehensive understanding of partner dynamics, effective communication strategies, and a focus on addressing both individual and structural factors contributing to the challenges faced in planning and implementing remedial classes as an extension project with a partner agency.

The findings of this study agree with the study of Onyia (2013) who also acknowledged that challenges often arise concerning instructional materials and equipment in the realm of remedial classes. The study underscored the importance of analyzing the content of instructional materials to ensure its effectiveness on the learners’ academic behavior. She pointed out the deficiency of instructional materials can hinder remediation process therefore it is important to prioritize the instructional materials which would cater to the needs of the learners in remedial classes.

Sustainability in conducting remedial classes faces various challenges such as lack of available funding, diversion of funds to other priorities, amongst others. Sagita et al., (2023) cited in their study that challenges in project sustainability for remedial classes include difficulties in collaborative activities, time management, problem-solving, teamwork, and investigation techniques due to lack of self-regulation. Their findings correspond to the result of this study. Both groups of this study could have possibly foresighted these aspects resulting in having a high score in project sustainability interpreted as a challenge in monitoring.

IV. CONCLUSION

Based on the findings from Table 1, it can be concluded that there is a positive perception of the extension project by both parents and teachers with an overall mean score of 4.29 indicating a strong agreement on its effectiveness. Specifically, the project has significantly boosted the motivation of the learner to attend classes as validated by their teachers while their parents observed a heightened motivation among their children. The result is aligned with existing research highlighting the impact of remedial interventions on learners' engagement and academic outcomes.

The study also revealed compelling evidence of a significant improvement in the academic performance of the learners following the implementation of the project. This indicates that the project played a pivotal role in enhancing the academic performance of the learners. The findings from Table 2 affirmed that the project contributed to the improvement of the academic outcomes of the learners. The result showed the project's effectiveness and suggested its potential value in educational settings aiming to enhance the academic achievement of the learners.

According to the data presented in Table 3, BCS teachers and TED faculty members generally expressed strong disagreement with an overall mean score of 1.97 in the identified challenges they might possibly encountered, indicating they perceived minimal challenges during project planning, implementation, and monitoring, suggesting effective execution. During planning, both groups rated their experience with a mean score of 1.81, indicating minimal challenges, though clarity regarding the partner agency's focal person posed difficulties. In implementation, insufficient materials and equipment were highlighted as the main challenge, scoring 2.31. Minor monitoring challenges were noted with a mean score of 1.97, while concerns over project sustainability were evident with a score of 2.31. The findings underscore areas for improvement in monitoring strategies and sustaining project impact.

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