

DEVELOPMENT OF SESSION GUIDES ANCHORED ON THE RETROSPECTION OF THE CHALLENGES AND ISSUES OF EXTENSION ACTIVITIES

*Ma. Salome R. Magbanua

Paper Received: 17.04.2021 / **Paper Accepted:** 26.04.2021 / **Paper Published:** 27.04.2021

Corresponding Author: Ma. Salome R. Magbanua; Email: trishshantel43@gmail.com; doi:10.46360/globus.edu.20211011

Abstract

This mixed developmental research design combined an interview and FGD to develop session guides anchored on the retrospection of the Teacher Education extension activities of ISAT U Miagao Campus. The study underwent two phases: Phase one investigated the problems and challenges encountered in the implementation of the Teacher Education extension activities. Findings revealed that the problems or challenges in the implementation of the Teacher Education extension activities of ISAT U encountered by the student-partners revolved on inadequacy of extension support materials, need for utilization of varied instructional methods and techniques, time constraint, lack of rapport with the extension service providers, and the need for technology integration to encourage students' interest and engagement. Furthermore, the school partners pointed out inadequacy of extension support materials and resources, time constraint, need for technology integration to encourage students' engagement and interest, and low socio-economic characteristics of the student partners as the dominant problems and challenges that hinder the implementation of the Teacher Education extension activities. The extension service providers also encountered problems on inadequacy of extension support materials and resources, time constraint, meager extension financial resources, fostering faculty engagement and absence of monitoring and evaluation on the extension activities. Phase Two was the development of Session Guides which included the stages such as preparation, construction, validation, pilot testing, refinement, and the final development. Needs Assessment survey was utilized to determine content selection incorporated in the session guides. On the basis of these results, an extension toolkit containing power point presentations, downloaded videos, activities and the session guides entitled "Mentoring the Young Minds: English Literacy Enrichment Program" was developed.

Keywords: Development, Session Guides, Toolkit, Retrospection, Extension Program.

Introduction

Recently, there has been wide interest in determining the need for extension program and policy developers to better understand the role of the academe in the community development process. The need for extension services has been growing exponentially not only in the Philippine Higher Education Institutions (HEIs) but also in other countries because community extension is where reaching out, touching lives, community empowerment and collaboration exist.

Teacher leaders are significant stakeholders that can be catalysts for change, futurists who are "never content with the status quo but rather always looking for a better way" [1]. Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to frequent improvement.

It is believed that development of session guides in conducting extension activities influences extension clientele's achievement, use of process skills, and other outcomes. It is, therefore, necessary for Higher Education Institutions to produce session guides that cater to the needs of the clientele.

This study was conducted to develop session guides anchored on the retrospection of the issues and challenges of extension activities of ISAT U, Miagao Campus for Academic Year 2016-2017. Specifically, the study sought to undermine the challenges or issues in the implementation of the extension activities of ISAT U encountered by student partners, school partners, extension service providers. Also, this study uncovered the lessons that are highly needed by the partner schools as bases for the session guides to be developed under the Teacher Education Extension Program.

State Universities and Colleges (SUCs), by virtue of their mandates, provide quality formal and non-formal education through their four-fold functions, namely: instruction, research, extension, and production. In the four-fold functions, instruction is enriched by research and extension engagements; while instruction supports, through complementation of both research and extension. All State University and Colleges (SUCs), have been mandated among others not only to provide

programs of instruction and professional trainings but also to provide extension, instruction and other services to the community beneficiaries thru skills development, vigorous extension and research program in food production, health and nutrition, community development and capability building, among others. “Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job”. Now a days, extending training has become the important part of every organizations [2]. To compete with their competitors every organization needs to update their manpower to compete with the environment. In addition, rapidly changing technologies require that employees continuously hone their knowledge, skills and abilities.

Building a society of autonomous, productive, participative and committed individuals require a radical shift in emphasis of the division in tasks between different levels and types of education [3]. The function of the Institute consisting of the different units/ departments of the College is to initiate its own extension activities along their areas of concern and expertise. This is in consonance with the fulfillment of the college commitment to contribute to the upliftment of the national well-being. The Institute, therefore, is tasked to coordinate and to oversee all the extension activities of the College in addition to the services it extends to its own clientele.

HEIs believe that the end of learning is not knowledge but its application. As such, their contribution to national development may not be measured by the sophistication of its offerings but in terms of how much it has touched the lives of the people in the countryside; how much they have done to help the rural people “do more; know more and have more” so that they will live a fuller, happier and more abundant life. HEIs serve as the center of extension and community services to augment the standard of living of rural people especially in the service areas of the College. Obtaining a clear picture of how well a program was implemented allows implementers to more confidently link programs to observed outcomes.

Extension service providers are not just ordinary personnel who just work for compensation but people with decisive vision and mission to improve the quality of life. The program, therefore, serves as an instrument by which the institution instills in the mind of its own community, especially, its partners, and the concept of social responsibility. Furthermore, as the school utilizes the community extension program activities, it simultaneously operationalizes its mission.

An Extension Program is a comprehensive set of activities that are intended to bring about a sequence of outcomes among targeted clients. Among other things, Extension Programs are characterized by a focus on the needs of the target audience, the intent to affect participant learning and behavior outcomes, multiple activities that are comprehensive in nature, and the presence of a formal evaluation. By definition, successful Extension Programs are those that recognize and meet the needs of their local communities.

Based on the ideas, concepts and theories presented above, the researcher would like to assess the implementation, involvement, challenges/problems in the teacher education extension activities of the ISAT U Extension Program and further develop session guides focusing on literacy enhancement to be used in the said extension program.

Hence, this study, Development of Session Guides Anchored on the Retrospection of the Institution’s Extension Program, was undertaken.

Theoretical Framework

This study was anchored on Gagne’s theory [4] 1992 or the theory on Instructional Design which seeks to describe the conditions under which one can intentionally arrange for the learning of specific performance outcomes. Furthermore, Holland (2000) [5] put forward a comprehensive assessment framework for capturing perceptions and reporting assessment endeavors based on a goal- variable- indicator- method design as useful example to reflect unique goals relevant to certain service-learning context- in this case, the assessment of extension program. Similarly, to measure the quality of effectiveness of the implementation of extension program, an assessment for that matter should be conducted to determine the output of the program, thus, a range of input-process-output framework is applicable in the extension program.

Conceptual Framework of the Study

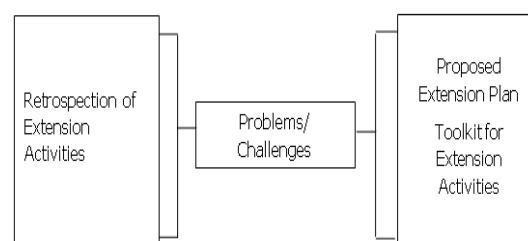


Figure I: The Research Flow of the Study

Figure 1 shows the research flow of the study which included the retrospection of the extension activities, particularly the problems and challenges encountered as bases for the proposed output of the study which is the Toolkit for Extension Activities containing session guides.

Statement of the Problem

This study was conducted to develop a toolkit containing session guides anchored on the retrospection of the extension activities of ISAT U, Miagao Campus for academic year 2016-2017.

Specifically, the following are the questions of the study?

1. What are the problems or challenges in the implementation of the Teacher Education extension activities of ISAT U encountered by:
 - a. student partners;
 - b. school partners; and,
 - c. extension service providers?
4. What lessons are highly needed by the partner schools for toolkit development?
5. What toolkit can be developed under the Teacher Education Extension Program?

Scope and Delimitation of the Study

This mixed developmental study was limited to the retrospection of the Institution's Extension Program in terms of the problems and challenges encountered by the informants in the implementation of the extension activities. This qualitative research conducted interview and FGD among the stakeholders. Furthermore, this study included the development of session guides focusing on literacy enhancement covering grammar and writing. The session guides will be used among the student-clientele of Kirayan National High School, Miagao Iloilo, one of the partner schools of the Extension Program of ISAT U Miagao Campus. The said school was also the recipient for other sustainable extension activities to be provided by the university.

This study” Development of Session Guides Anchored on the Retrospection of the challenges and problems of the Institution's Extension Program underwent two phases.

Phase 1 illustrated the process beginning with the retrospection of the challenges/problems in the delivery of the ISAT U Miagao Campus extension program.

Moreover, a structured interview guide on challenges and problems encountered by the implementers and clienteles was used in the study. This was conducted among the program implementers and clienteles of the extension

program during the first semester of academic year 2016-2017.

Only the teachers from the Teacher Education Program, the Campus Administrator, the Head of the Extension Program and the five extension coordinators of ISAT U Miagao Campus, the Principals and the teachers of the identified schools who were the recipient of the education component of the extension program were taken as informants of the study.

The study was conducted during the first semester of 2016.

In Phase 2, the process of conceiving and developing the session guides was articulated. This included identifying different stages and development of the session guides.

The initial preparation stage included a pre -survey of the existing education component of the extension program through close coordination with the Head of the Extension Services of the Department. This also included looking into the action plan, manuals, existing materials intended for community use and other pertinent document needed to gather the data. Also, in as much as the focus of the session guides is literacy enhancement covering grammar and writing, the action plan of the English Division was browsed to further substantiate the need to participate in the extension program of the university.

The second stage was the construction of the session guides. On this stage, different training guides and instructional materials were examined and served as bases for the current session guides.

The third stage involved the validation of jurors. After validation, the session guides was revised and was given back to the initial jurors and in addition three other jurors were consulted.

The fourth stage was the development of the session guides on literacy enhancement covering grammar and writing.

Significance of the Study

It is deemed that the study may have significant benefits to the following:

Teacher Education Students. This serves as an instrument by which the institution instills in the students' mind of its own community specially its beneficiaries, the concept of social responsibility. This will more motivate them in doing things related to their respective courses which could also provide greater knowledge for them with regard to their craft and so they may also have real world or

realistic experience when it comes to their course. It is they who will be ensured with the right learning experiences, equipped with the knowledge, competence, and qualities needed to be successful teachers.

Professors/Instructors. The professors/instructors who are the essential agents of the developed session guides will be aware of the implementation of extension activities, thus, will have a better understanding of the effects in the education process since they will be guided accordingly as to the input in their instructional delivery. This will further serve as reference material for doing extension works in the future.

Administration. The results of the study will offer actual positive insights to the administration, hence, this can provide recommendations that serve as starting point of information for effective implementation and delivery of the program geared towards sustainable extension activities.

Internal Stakeholders. The internal stakeholders comprising the campus administrators, head and coordinators of extension programs, program coordinator, faculty, and the education students will benefit more as this deepens their concern to the needs of the others and maintains a strong desire to commit themselves to uplift the quality of life of the community. This motivates them to maintain harmonious relations with the community and establish cooperative endeavors with the government and non-government groups and individuals, helps harness community resource and share school resources to identify the needs and engage the community towards self-reliance.

External Stakeholders. The external stakeholders comprising the principals and faculty who are the clienteles of the extension services to have more awareness and involvement in the implementation of the education component of the extension program, thus, will extend additional reinforcement and assistance for better university-community relations.

Key HEIs Officials. The results of the study will be beneficial to the Key HEIs Officials in such a way it will be a monitoring stratagem in order to achieve quality delivery and enable an effective integration of the intellectual discipline, ethos and values associated with extension programs and approaches in community development. In addition, master plans along this field will function in unison and will deliver understanding on the usefulness of the program and its components that contribute to its implementation.

Curriculum Planner. Experts in the Technical Committees will be thoroughly guided to plan and adopt monitoring and evaluating specific inputs valuable in the extension program as they create the environment and shape the learning experience that is made available to the community.

Community. The community contributes to the learning conditions of any educational institution. Whatever results the study will gain, this may motivate people to participate in community drive for development and societal transformation.

Future Researchers. The future researchers will be motivated, guided, and determined to conduct related studies on development of materials intended for extension activities and impact assessment of similar nature, highlighting not only the Education Program component of the extension program but in other areas as well.

Research Method

This study used the mixed- developmental research designs (R & D).

Developmental studies focus upon a given instructional product, program, process, or tool. They reflect an interest in identifying either general development principles or situation-specific recommendations. At times, they may validate a particular design or development technique or tool. Moreover, this also focuses upon a given design, development, or evaluation model or process. This research emphasizes the study of learning as a result of designing unique instructional interventions.

In the retrospection stage, the interview guide and Focus Group Discussion (FGD) were utilized to gather the challenges /problems met by both implementers and beneficiaries. From these results, the researcher came up with a series of session guides composed of learning segments for literacy enhancement training.

The Participants

ISAT U Campus Administrator, ISAT U Head, Extension Services Department, Teacher Education Extension Coordinator and three Teacher Education faculty members and the five principals and five coordinators of the extension program of the partner schools were subjected for interview as informants for the challenges and problems encountered in the delivery of the Teacher Education extension activities. Moreover, students of Bacolod National High School recommended or referred by their extension coordinator were utilized as discussants in the focus group discussion. They were purposively chosen according to the need set at the start of the study.

Data Gathering Instrument

The researcher made use of primary and secondary data sources. The researcher - made interview guide and the focus group discussion were used in obtaining data from the informants. Interview guide questions and the focus group discussion included the informants' perspectives as regards the problems or challenges they met in the delivery of the Teacher Education extension activities. A researcher-made needs assessment survey was also constructed for the English Faculty of the partner schools to determine the lessons to be included in the session guides development. Secondary data made use of existing documents such as the extension program's action plan, program performance profile, and other pertinent data with regard to the Teacher Education Extension Activities of ISAT U Miagao Campus.

Data Gathering Procedures

The study underwent two phases: Phase one investigated the problems and challenges encountered in the implementation of the Teacher Education extension activities. Phase Two was the development of Session Guides which included the stages such as preparation, construction, validation, pilot testing, refinement, and the final development.

Interview was a face to face interaction between the interviewer and the interviewee using the interview schedules. The instrument was in English. This was conducted among the school partners consisting of the five principals and five extension coordinators and extension service providers made up the Campus Administrator, Head, Extension Service Department, Teacher Education Extension Coordinator, and three Teacher Education Faculty members of ISAT U Miagao Campus.

Focus Group Discussion (FGD) was conducted for the student partners in Bacolod National High School. In a focus group discussion, the researcher-moderator asks a small group of people (12-15) to think about a series of questions. A vernacular translation of the FGD was made among the student partners. The translations were reviewed by the experts in Hiligaynon. The researcher was assisted by one faculty member and one student who served as the note taker and the operator of the camcorder utilized.

The data from the audio and video recorder of the interview and FGD underwent narrative analysis. Narrative analysis as used in this study included the step by step guide which are transcribing, coding, writing the memos, identifying common themes, supporting and matching themes, and writing the manuscript.

The collected data were used to identify the problems and challenges in the delivery of the Teacher Education extension activities.

Needs Assessment Survey on the Highly Needed Lessons as Bases for Session Guides Development

To find out the lessons the school partners need for the conduct of the Teacher Education extension activities, the researcher carried out a needs assessment survey among the school partners, specifically, the English teachers as bases for session guides in the English literacy enrichment.

From the needs analysis process undertaken by the school partners, there emerged a list of the highly needed English lessons, which this study aimed to address through the development of session guides responsive to learners' needs. Findings indicated the following top two highly needed lessons in English: Paragraph Writing, Journalistic Writing, Sentence Patterns, Active and Passive Voice, Misplaced Modifiers, Subject-Verb Agreement, and Tenses. The assessment of literacy needs from the learner's perspective is an important part of an instructional program. This finds support in the K to 12 that learners need to develop communicative Competence in basic grammatical and writing principles.

Construction of Session Guides

The extension toolkit was the output of the present study. This comprised the power point presentations, well - chosen videos and activities downloaded from the internet and the session guides. The session guides is entitled "Mentoring the Young Minds: English Literacy Enrichment Program. There were preparations made before coming -up with the said session guides. The session guides undertook several reviews from relevant literature, related materials, and other existing session guides. The 5E's Learning Model which are Engage, Explore, Explain, Elaborate and Evaluate was also taken into consideration in the construction of the materials. The session guides contain three major topics, Part I-Team Building, Part II- Grammar Essentials and Part III- Writing Awareness. This consists of eight sessions which could be delivered in a five- day period. Each session contains the following frame: Title Page, Session Number and Title, Objectives, Duration, Instruction Materials, Tuning In, Lesson Proper (Setting the Importance) consisting of Providing Feedback- Talk It, Facilitating the Activity- Show It, Use It, Evaluate It, Summing Up, Appendices and References).

Pilot testing of the Session Guides

The session guides were pilot tested to the students of Kirayan National High school, Miagao, Iloilo with the three English faculty from ISAT U who tried out the lessons.

The Session Guides

The final output of the study was the developed session guides entitled Mentoring the Young Minds: English Literacy Enrichment Program. These materials are designed for the extension service providers of ISAT U Miagao Campus who are working directly with the high school student partners of the different adopted schools of the said University.

Exercises in the different lessons are provided to enrich the students' recognition and use of the language for independent oral and written communication. Specifically, the exercises ask them to listen, read, speak, write, and view.

Results and Discussions

This section includes the presentation, discussion, and interpretation of the data gathered.

Findings

1. The existing predominant problems and challenges encountered in the implementation of the Teacher Education extension activities of ISAT U encountered by the student partners, school partners, and extension service providers were the following:

Student Partners. Inadequacy of extension support materials, need for the utilization of varied instructional methods and techniques, time constraint, lack of rapport with the extension service providers, and the need for technology integration for students' interest and engagement

School Partners. Inadequacy of extension support materials and resources, time constraint, need for technology integration for students' engagement and interest, and low socio-economic characteristics of the student partners.

Extension Service Providers. Inadequacy of extension support materials and resources, time constraint, meager extension financial resources, fostering faculty engagement and absence of monitoring and evaluation on the extension activities.

2. The highly needed English lessons incorporated in the session guides included: Paragraph Writing, Journalistic Writing, Sentence Patterns, Active and Passive Voice, Misplaced Modifiers, Subject-Verb Agreement,

and Tenses. The said topics were the top two highly needed lessons as a result of the needs assessment survey conducted among the school partners for that purpose.

3. The session guides developed under the Teacher Education extension activities was: Mentoring the Young Minds: English Literacy Enrichment Program intended for the secondary students of the partner schools of ISAT U Miagao Campus. Content selection was anchored on the rudiments project of K to 12 which aims to expose students to literacy at the same time enrich grammar and writing awareness. The session guides were supplemented with complete essential toolkit for efficient delivery of the extension activities.

Conclusion

Undeniably, there were different and similar issues and perennial problems which were pointed out by the student partners, school partners and extension service providers which continued to persist and constrain the program probably because the implementers and the partner institutions failed to address them.

Furthermore, results of the needs assessment survey on Grammar and Writing needs of the partner schools strongly imply that they are very much amenable to the desire of the ISAT U Extension Services Department to conduct English Literacy Enrichment as Teacher Education extension activity anchored on their needs. The limited teaching time in school for these topics need to be reinforced through exposures to other means which may help students understand the concept better and make them more aware. It seems to appear that teachers have not fully integrated these topics in classroom teaching and the breadth and depth of the integration was limited. Time constraints also impeded the quality of activities that the teachers are giving as part of making students aware and enriched knowledge on grammar and writing.

Claims of the student partners, partner schools and extension service providers on the inadequacy of extension support materials were addressed through the developed instructional materials for community utilization as output of this study, in this case, the session guides on Mentoring the Young Minds: English Literacy Enrichment Program that may reduce the burden of preparation among extension service providers in as much as a readily, interactive-available material for community extension is at hand. Probably, these materials may still be refined to achieve significantly higher results.

Recommendations

1. The University administration, key officials, directors of extension services, and heads need to continuously promote and strengthen extension activities implementation at all times among the school partners so that momentum can be sustained. They may consider the results of this study in their curricular and faculty development agenda especially in program assessment and instructional material development that will make students' learning more enriched, enjoyable and rewarding. These entities must continue its mandate to contribute to building a quality nation through the extension service programs, as one of the three functions of higher education that empowers individuals to live significantly in a complex, rapidly changing world. Moreover, continued follow up may be done by the University in general and extension service providers in particular to make sure that the community partners still benefit from the varied extension activities provided.

2. Policy makers and curriculum advisors need to support extension activities by regularly monitoring the progress, issues, and challenges in the implementation of the Teacher Education extension activities. Further, they can ensure enough resources and adequate supply of quality learning support materials by reinforcing backlogs in the extension program of institutions. Moreover, they may consider revisiting extension services entry points integration in the varied curricula as well as re-tooling teachers in designing instructional materials and T-kits to be used extensively in the extension program of the University.

3. Teams of extension service implementers may be mobilized to religiously conduct needs assessment analysis in the extension activities as careful analysis of the needs of the clientele help identify areas of concerns and issues for decision making.

4. The study recommends the use of Mentoring the Young Mind: English Literacy Enrichment Program in the extension activities of the ISAT University system as well as in other institutions.

Furthermore, in as much as the instructional materials included only samples of the highly needed lessons, other lessons not incorporated may also be considered by the extension service providers in the development of other instructional materials for community utilization anchored on the clientele's needs considering other research designs, other instruments or other variables to further support the present findings.

5. The extension toolkit may be given to the Instructional Material Development Committee, Office of Extension Services Department and other extension service providers in the University so that they will be motivated to develop other materials involving other extension components of the same nature for community use.

Conflict of Interest

The author certifies that she has no conflict of interest in the subject matter or materials discussed in this manuscript.

References

1. Brar, S., (2017). Transforming education system: A futuristic perspective. *Globus An International Journal of Management & IT*, 8(2).
2. Rashmi, S., (2018). Evaluating the training effectiveness among teachers in higher education "with reference to NCR region". *Globus An International Journal of Management & IT*, 10(1).
3. Agarwal, Nidhi, Sharma, A. Ila, T., (2017). Role of education in meeting challenges of globalization. *Globus An International Journal of Management & IT A Refereed Research Journal*, 9(1).
4. Gagne, R., (1992). *Principles of instructional design*. (4th ed). Fort Worth, TX: HBJ College.
5. Holland, B., (2001). *A comprehensive model for assessing service-learning and community university partnership*. Indiana University-Purdue University Indianapolis. Retrieved from <http://www.community.servicelearning.ca/en/documents/assessingslandpartnerships.pdf>