

Original Research Article

## Impact Study on the Implementation of Cal-Defll's English Me Please Extension Program: Writing an Action Research with Editing and Proofreading Techniques 2017-2020

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**Abstract:** The impact study involved 16 teacher-trainees of the Holy Spirit National High School who attended the free training on writing an action research with proofreading and editing techniques which was offered by the Department of English, Foreign Languages and Linguistics as part of its extension program. The quantitative data which were collected through a survey revealed that the participants who have been teaching for more than 11 years have gained self-confidence in writing research using the English language followed by the second impactful gain which is being promoted to a higher rank. The write-shop part was chosen by the majority as the key factor to the effectiveness of the training.

**Keywords:** English training, extension program, impact study, Polytechnic University of the Philippines.

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## INTRODUCTION

According to CHED Memorandum Order No. 52, Series of 2016, Republic Act 7722 states that the knowledge the society or knowledge economy characterises the university not just as a generator of knowledge, an educator of young minds and a transmitter of culture, but also, a major agent of economic growth, a Research and Development laboratory and a mechanism through which the nation builds its human capital to enable it to actively participate in the global economy.

In particular, extension programs in higher education institutions provide the space to discover practical, evidence-based, and science-based answers that can address real-world, social, economic, and environmental challenges of partner citizens and communities.

The CHED Strategic Plan of 2011-2016 states that transformational leadership that puts education as the central strategy for investing in the Filipino people, reducing poverty, and building competitiveness and pursuant to Republic Act 7722 stresses out that Higher Education must be accessible to all who seek it particularly, to those who may not be able to afford it.

Teachers, especially in the Basic Education level are among the country's contributing factors in moulding the young minds of the future leaders and citizens of the Philippines. In spite of the huge role that they play in our community, the support that they need for their professional growth seem to be inadequate. Trainings and workshops, in particular are not always accessible and funded for the many.

Teachers, like doctors, ministers, and lawyers must continue with their education after graduation. If teachers are to become real leaders in their respective schools, they must be provided with a program of in-service training which is concerned with doing and not merely with listening. When teachers are given in service trainings, teachers will acquire new knowledge, better methods, for improving their skills toward more effective, efficient, and competent rendering of service in various fields ad to diverse groups of people. This is one of the many reasons why the Rotary Club of the Holy Spirit served as the bridge to fill in the gap of the lack of financial support for the teachers' training for their partner institution which is the Holy Spirit National High School.

To realize the goals of CHED in terms of the provision of the Extension program, the Department of English, Foreign Languages and Linguistics, under the

College of Arts and Letters agreed to widen its scope of support in terms of the profile of its clientele. With the support of the Rotary Club of the Holy Spirit, its Extension and Linkage MOA partner, the DEFLL Extension Program decided to cater the needs of the teachers who are willing to undergo trainings that are being offered by the department. In 2017, a group of teachers from the Holy Spirit National High School, lead by its faculty Coordinator, Ms. Melanie Peroy, attended the consultation meeting with the DEFLL Extension Chair, Mr. Rolando P. Quinones, Jr. and Ms. Korin Taloza, student representative of DEFLL Extension Student Corps. In the said meeting, the CAL representatives discussed the flow of the program that starts from the Needs Analysis Survey. After the collection of data, it was found out that the training on Writing an Action Research with Proof Reading and Editing Techniques is the most preferred extension program that majority of the clientele need. In the same year, the program has been implemented for four (4) consecutive Sundays and Saturdays. After each session, an output has been required to ensure practical application of the concepts and theories learned. The second phase was the retraining on actin research writing with proof reading and editing techniques. Some original researches have been changed upon the decision of the beneficiaries and the suggestions of the faculty extensionists. On the third phase, upon the completion of the researches, editing and proofreading were done by the researchers and the DEFLL faculty and organization representatives. The outputs have been presented in a research colloquium that was held at the Holy Spirit National High School’s Multipurpose Hall. Certificates of Speakership have been given to those who participated and in July, 202, the faculty members have been infromaed about their Authorship for their research outputs in the ABE Multidisciplinary Journal. Certificates of authorship were given to those who submitted their final manuscripts.

To have an overview of the extent of professional impact that the extension program had provided among the

beneficiaries, this impact study has been conducted for the following objectives:

1. Describe the profile of the beneficiaries;
2. Identify the impact that the program had given among the beneficiaries;
3. Identify the most impactful factor that lead to the success of the program and;
4. Identify the most preferred training topic for the next cycle of the extension program implementation.

## METHODOLOGY

To realize the impact study’s objectives, the extensionist made use of quantitative research design wherein nine (9) questions have been given to find out the extent of the extension program’s impact on the beneficiaries’ career. Through the good docs survey form that has been posted by the Holy Spirit National High School’s Faculty Association President, Mr. Alfred Montallana. Sixteen (16) teachers responded to the request that became the source of data for this impact study. The sampling technique was convenience sampling wherein those who were available at the time of the survey have been recognized as respondents in the survey. Frequency Percentage has been automatically used in the survey platform to determine how much the population agree on the choices that were provided in the survey.

## RESULTS AND DISCUSSION

After providing the link for the google doc survey that has been provided for easier access and data gathering among the teachers, the following information have been collected for analysis and interpretation. There were sixteen (16) who responded to the survey that has been posted in the official group chat that has been created by Mr. Alfred Montallana, the faculty coordinator and Faculty President from the Holy Spirit National High School.

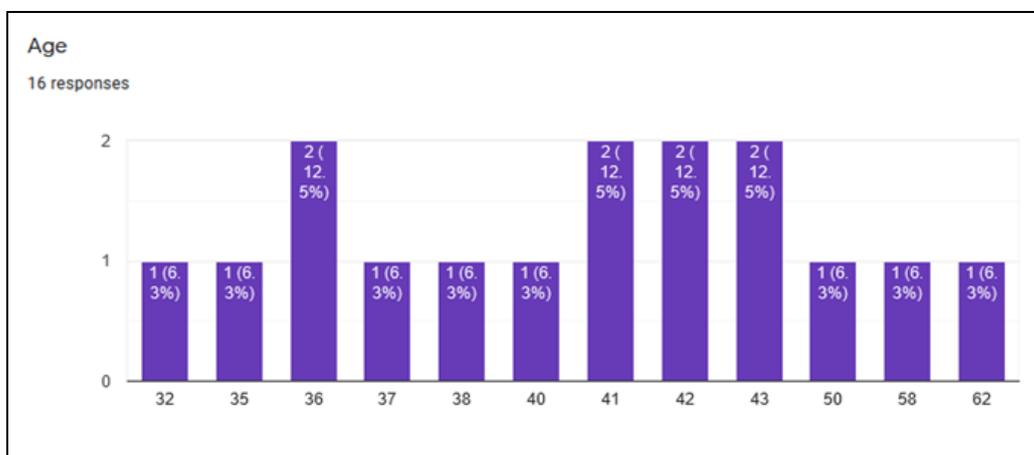


Figure 1: Profile of Extension Beneficiaries based on Age.

Based on the graphic image of the data, 1 or 6.3% is aged 32 years old, the same ratio was yielded for the respondent who is 35 years old. There were 2 or 12.5% who are 36 years old while 1 or 6.3% were aged

37, 38, 40, 50, 58, and 62 respectively. There were 2 or 12.5% who are 41 years old, 2 or 12.5% are 42 years old and finally, 2 or 12.5% are 43 years old.

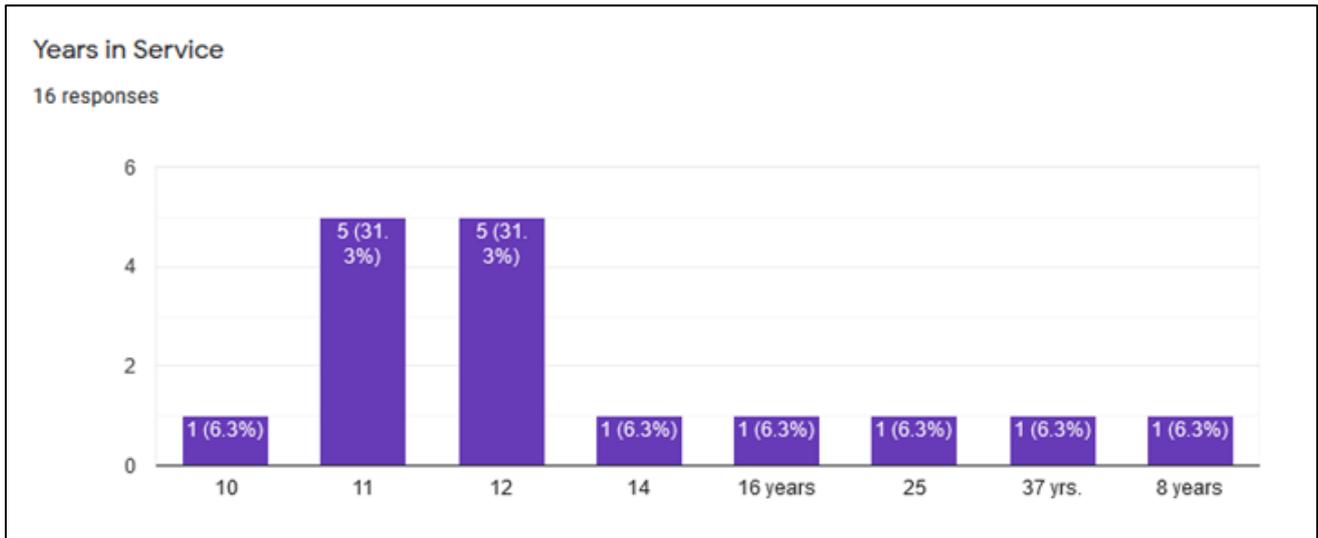


Figure 2: Years in Teaching

To know how long the beneficiaries have been teaching, it was found out that 1 or 6.3% has been teaching for 10 years, there were 5 or 31.3% who have been teaching for 11 years and the same data has been

yielded for those who have been teaching for 12 years. There is one beneficiary or 6.3% who has been teaching for 16 years. The same findings has been found out for those who have been teaching for 25, 37, and 8 years.

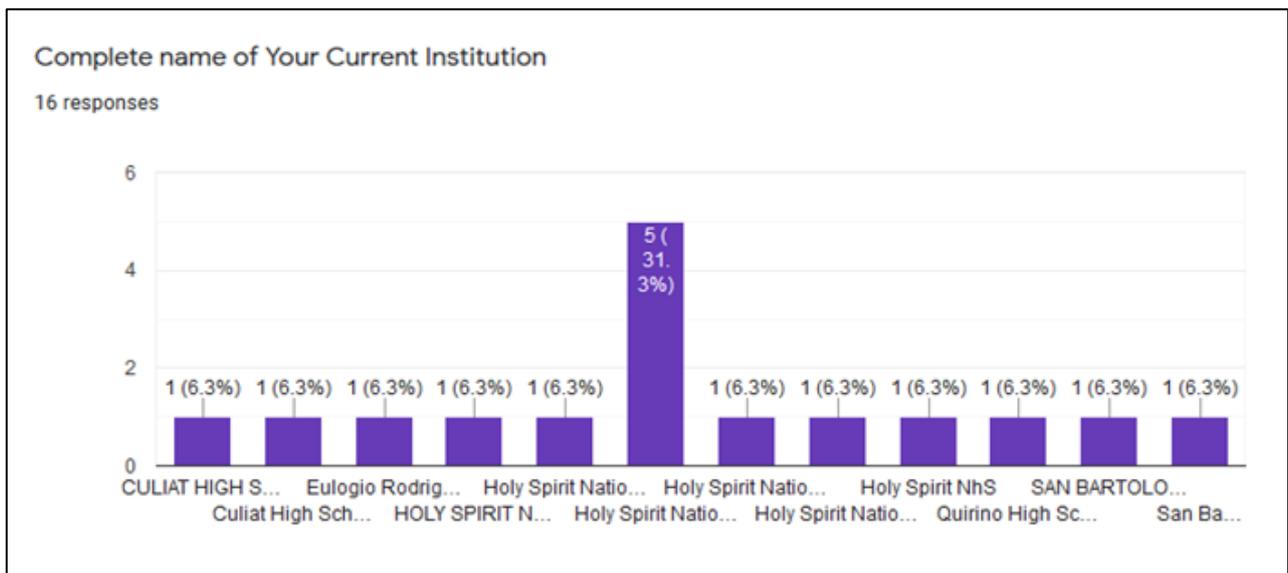
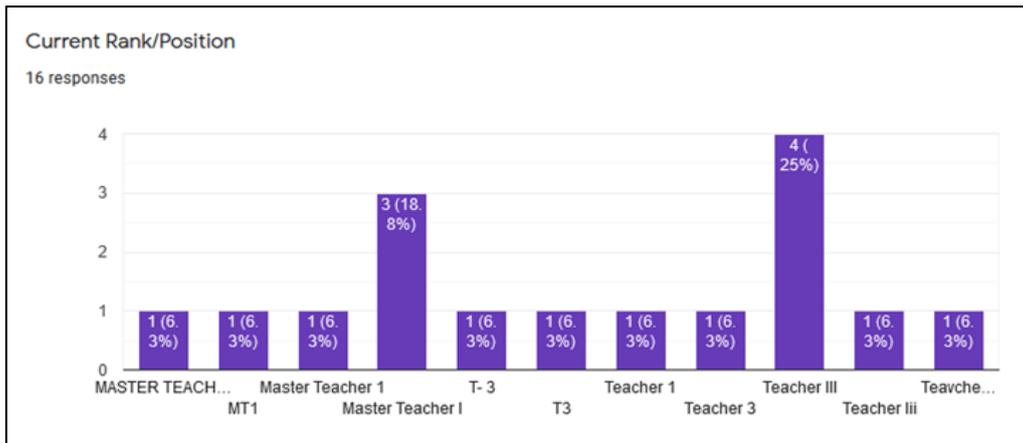


Figure 3: Institution

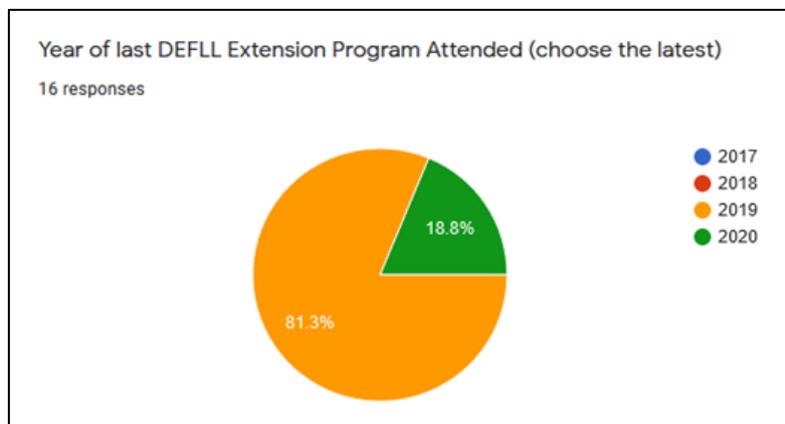
Figure 3 shows the institution from which the attendees come from. The data show that majority (10 or 63%) of the beneficiaries are from Holy Spirit National

High School while the remaining beneficiaries out of the portion are from Eulogio Rodriguez Jr. High School and San Bartolome High School.



**Figure 4: Current Rank or Position**

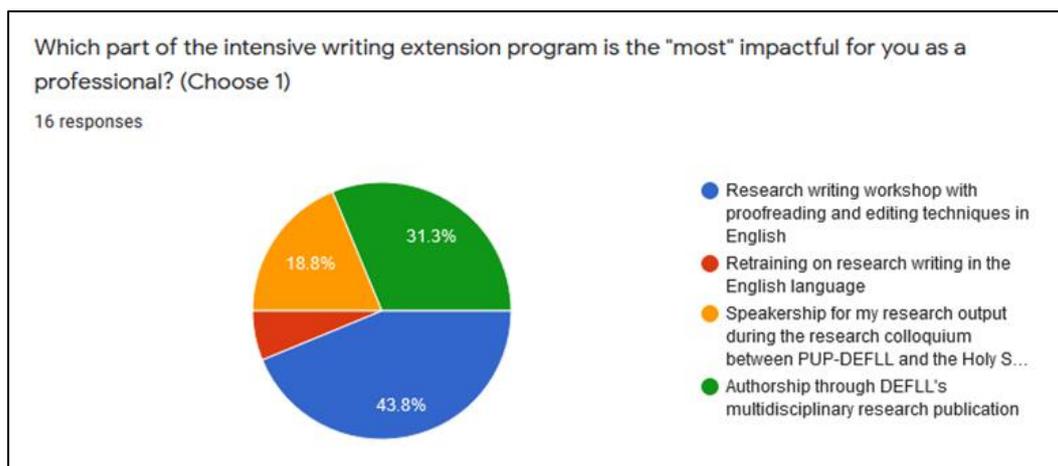
The data show that majority of the attendees are Teacher III (56.5%). The rest are Master Teachers 1 and Teacher 1.



**Figure 5: Year of the Last DEFL Extension Program Attended**

Figure 5 shows that majority or 13 or 81.3 percent of the respondents attended the 2019 seminar-workshop offered by the DEFL Extension Program

while 3 or 18.8% said that their last year of attendance was in 2020.



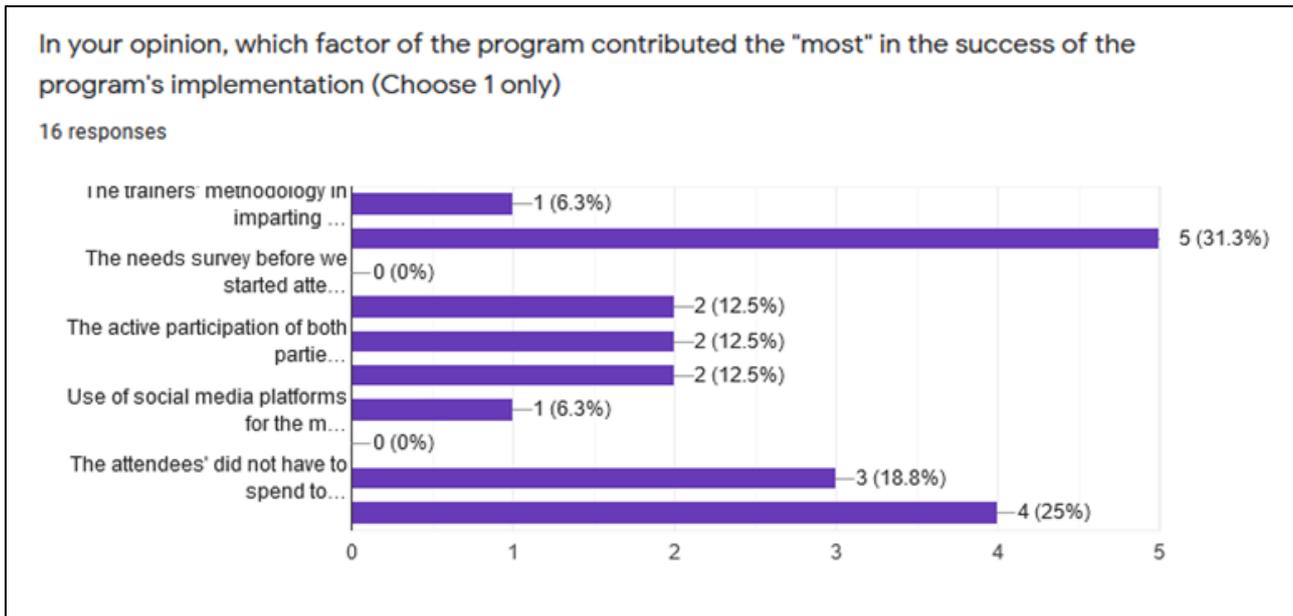
**Figure 6: Part of the Extension Program that is Most Impactful for the Attendee's Professions.**

Figure 6 data show that 7 or 43.8% said that the most impactful part of the entire research program for them was the research writing workshop with proofreading and editing techniques in English. There

were 5 or 31.3% of the respondents who agreed that Authorship through DEFL's multidisciplinary research publication has been the most impactful part of the extension program while 3 or 18.8% expressed that

speakership is the most impactful part of the program for them. Finally, 1 or 6.3% said that the retraining on

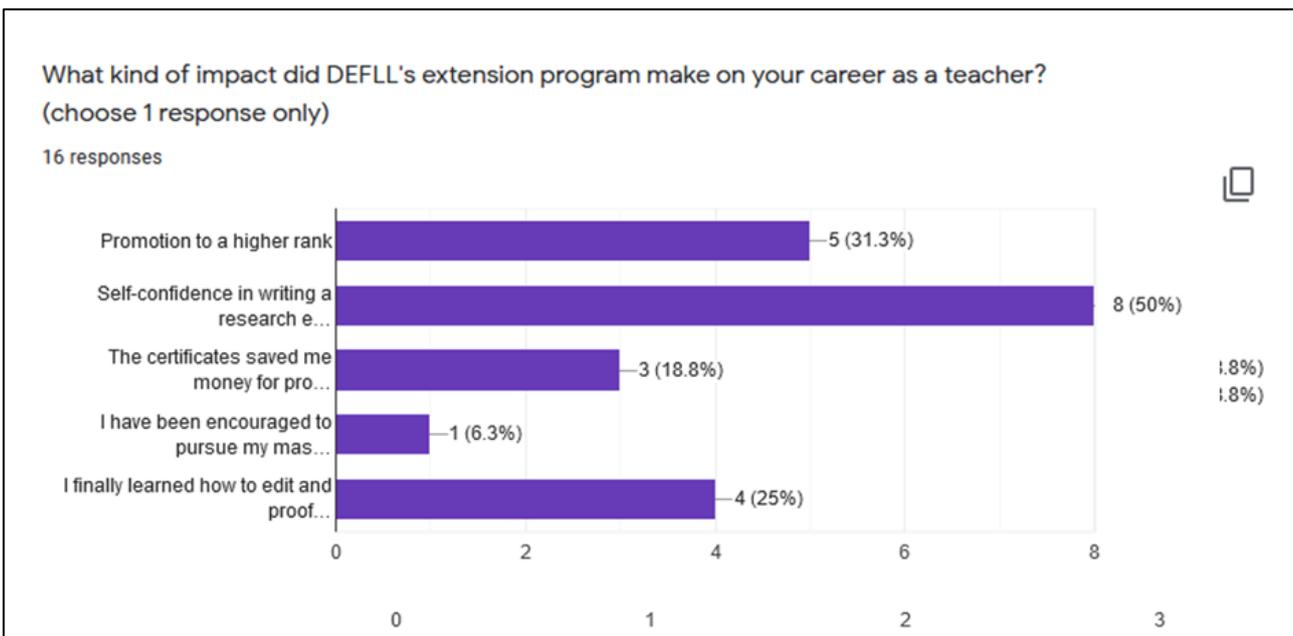
research writing in the English language is the most impactful part of the program.



**Figure 7: Factor that Contributed the Most in the Success of the Program's Implementation.**

Figure 7 data show that 5 or 31.3% expressed that the writeshop and practical exercises contributed the most in the success of the program. There were 4 or 25%

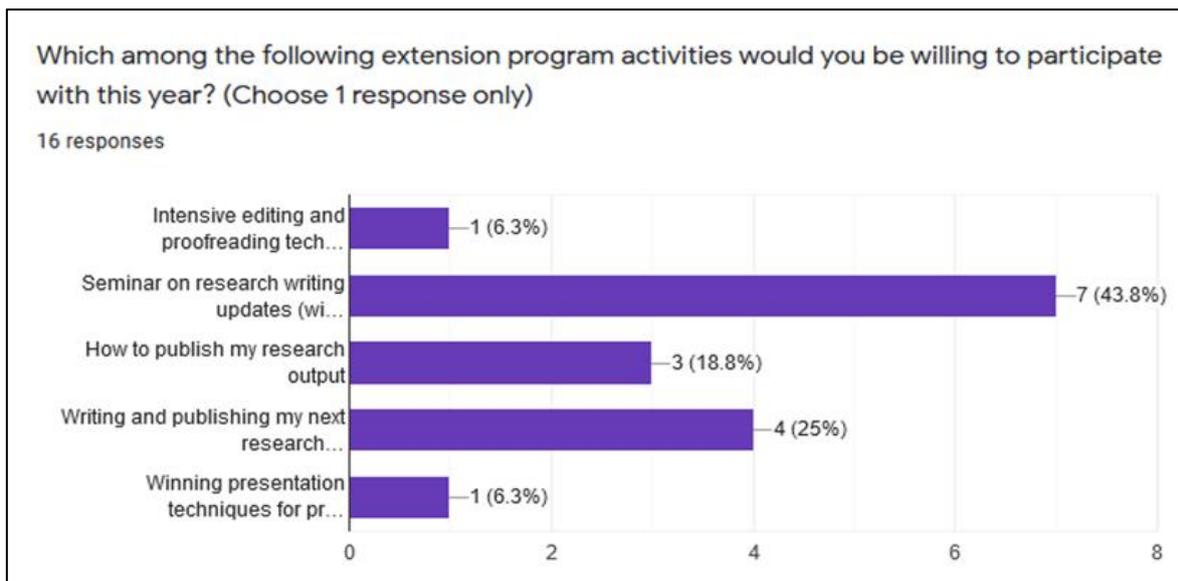
who believe that the progressive program of activities contributed to the success of the program.



**Figure 8: Impact of the Extension Program to the Beneficiaries' Career as Teachers**

Figure 8 data show that majority of 8 (50%) of the beneficiaries expressed that they have gained self-confidence in writing a research using the English language. There were 5 or 31.3% who expressed that the

impact can be reflected on their promotion to a higher rank. There is 1 (6.3%) who expressed that he/she has been encouraged to pursue his/her Master's Degree after the training.



**Figure 9: Preferred Topics for the Next Trainings**

Figure 9 data show that the most preferred topic and activities for the next extension program implementation is the Seminar on Research Writing Updates with 7 or 43.8% of responses. The least preferred the Intensive Editing and Proofreading Techniques with 1 or 6.3%.

## CONCLUSION

After the online survey, It was found out that majority of the respondents are aged between 41 to 42 years old. Most of them have been teaching for 11-12 years and most of them are teaching at the Holy Spirit National High School. At the time of the survey, most of the beneficiaries were ranked as Teacher 3 and most of them have attended the 2019 seminar- workshop.

In terms of the impact, majority expressed that they have gained self-confidence in writing a research using the English language which has been followed closely by the promotion to a higher rank.

For the part of the extension program that is most impactful, most of the beneficiaries was the action research writing workshop with proofreading and editing techniques in English. Majority believe that the writeshop and practical exercises contributed the most into the success of the program. If they will be given the chance, majority prefer to attend a seminar on research writing updates.

## RECOMMENDATION

Based on the conclusion, it is therefore recommended that the Seminar on Research Updates be pushed through and this must be provided with practical activities where research outputs will be produced and be published just as how the outputs have been utilized during the first cycle of the extension program implementation. The activity, being beneficial for providing self-confidence and helps in the promotion of the beneficiaries to a higher rank shall be a regular activity that should allow HEIs such as PUP to bridge the gap of continuing professional development needs of the basic education teachers for free.

It is also recommended that the same extension program model be implemented by other programs and HEIs not only in the university but all over the country to strengthen the ties between CHED and DEPED as co-makers of motivated and well-trained teachers who are research-oriented and at the same time, motivated to upgrade their existing research skills.

## REFERENCES

- CHED Memorandum Order No. 52, Series of 2016, Republic Act 5 7722
- CHED Strategic Plan of 2011-2016

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