

The Reading Literacy Extension Program of the University of Northern Philippines

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Abstract

This study aimed to assess the Reading Literacy Extension Program (RLEP) of the University of Northern Philippines through determination and analysis of the reading competencies of the pupil-clients during the implementation of the program and to assess the said program as a whole. The subjects of the study involved five groups: the Grades I - III public elementary pupils (non-readers and poor readers), the stakeholders, namely: teachers, school heads, parents and Local Government Unit (LGU) officials of Vigan City and Sto. Domingo, Ilocos Sur. The assessment research design was employed using classroom tests, questionnaires and interview to gather data. Findings show that the RLEP improved remarkably the reading competencies of the pupils and strengthened their reading skills. The stakeholders rated the RLEP excellent. Parents significantly differed in their assessment on the RLEP from the other groups of stakeholders. The teachers, school heads and LGU officials' assessment did not significantly differ. The stakeholders found the RLEP highly commendable which yielded to the formulation of laws by LGUs to support financially said program for its sustenance. To develop better reading comprehension of pupils, the use of mother tongue language is proposed. Continuous monitoring and evaluation of the program is recommended.

Keyword index: reading, literacy, extension program, Vigan City

INTRODUCTION

There is a serious widespread problem on difficulty of reading among the public elementary school pupils in Ilocos Sur. Cognizant of this problem, the administration and faculty of the College of Teacher Education (CTE) - UNP felt the need to extend services to pupils with these difficulties in the different elementary schools of the Department of Education (DepEd), Ilocos Sur. Thus, the Reading Literacy Extension Program has been established. This program aims to: I.) raise the level of functional reading literacy of pupils in selected elementary schools in the

Division of Ilocos Sur and the Vigan City Division; 2) develop among learners the proper values, attitudes and knowledge to enable them to think critically; and 4.) provide learning experiences that increase the child's awareness of the responsiveness to the just society.

Reading Literacy Program teaches people to be successful and effective readers. The University is aware of the thrust of DepEd which is development of Reading, Writing and Arithmetic and making *"every Filipino child a reader by Grade III"*. Hence, the goal of the Literacy Program is to help every child to communicate in English through effective reading instruction.

The Reading Literacy Extension Program (RLEP) of the CTE-UNP addresses the reading difficulties of pupils in the adopted elementary schools of DepEd, particularly the Vigan City Division and Division of Ilocos Sur. This program also enhances the pre-service training of student teachers who acted as tutors of the pupils, all of which redound to the attainment of quality education in the public school system. Quality education is a constitutional mandate as provided for in Article XIV, Section 2: Philippine Constitution which states that *"it is the right of every citizen to receive quality education at all levels, and make education accessible to all."*

Accordingly, the mission of the University is to provide quality education through one of the fourfold functions, the extension services and provision of impact projects to the community. This study looked into the extent how the RLEP provided significant contribution to the community and helped facilitate assistance to the overall image as a university to seek continuous improvement toward excellence, its constant awareness and sensitivity to clientele needs, thereby improving quality of education and relationship with the community to support their needs and establish linkage for funding extension undertakings. The University therefore has the mission to promote cooperation and collaboration with stakeholders like the DepEd and LGUs, build partnership and evaluate progress of such partnership. Hence, the Adopt-a-School RLEP of the University is a worthwhile extension undertaking provided to the community in response to the felt need and urgent concerns of the clientele.

Assessment in the implementation of this extension program is therefore imperative to provide feedback on the said program.

Objectives of the Study

This study aimed to assess the Adopt-a-School Reading Literacy Extension Program (RLEP) of the College of Teacher Education, University of Northern Philippines by determining and analyzing the reading competencies of the pupil-

clients in selected schools of Vigan City Division and Division of Ilocos Sur, Department of Education during implementation period, School Years: 2004-2005, 2005-2006 and 2008-2009. It also aimed to assess the extension program as a whole.

Specifically, this study sought to determine 1.) the reading competencies of the following: a) Grades I, II, and III pupils in two adopted schools of the Vigan City Division, School Year 2004-2005; b.) Grade I and Grade II pupils in five adopted schools of the Vigan City Division, School Year 2005-2006; c.) Grade I and Grade II pupils in Sto. Domingo Central School of the Division of Ilocos Sur, School Year 2008-2009; 2.) the assessment of the stakeholders on the Reading Literacy Extension Program as a whole; and 3.) the significant differences in the assessment of the stakeholders on the said program.

Review of Related Literature

The extension as a function of state colleges and universities is gaining **wider** attention among school administrators and development planners. Sanders (1996) and Song (1981) as cited by Contaoi (2003) disclosed that extension activities have high potential for contributing quickly and substantially to local and national development. Extension as a function of higher education together with instruction and research help in solving local as well as national problems. The relevance of any university is not just measured by the appropriateness of its curricular offerings. A university for development defines its client-community broadly to embrace those within its walls and those outside it. A state university offers to make its services as extensive and as responsive as possible (MMSU, 1985).

Contaoi (2003) determined the effectiveness of the UNP Extension Program by analyzing the relationship between administrative capability and level of program outputs in terms of skills training, information drive, medical-dental mission, and livelihood organizations. His study also analyzed the relationship between level of program outputs and the level of program impact, both economic and social. The respondents were the graduates of UNP Extension Program services from 1999 to 2002. Salient findings of his study were: Among the extension programs offered by UNP, skills training appeared to be the most relevant; Only a few clientele have employed using the skills they learned; Of those employed, only few had improved their homes; the programs have improved their health, nutrition status and their surroundings; Skills training, information drive, medical dental mission and livelihood organizations positively influence economic and social impact.

Borlagdan et al (2007) developed a handbook for literacy volunteers for college students. This handbook guided the literacy tutors with basic background on

the topic of literacy workers and the fundamentals of what's and how's on the teaching of literacy.

Elly (1994) reported that the US participated in the International Educational Achievement (IEA) Reading Literacy study that assessed the reading literacy of 4th and 9th grade students in 32 countries. Fourth grade students in the US did very well in this study.

The National Center for Education Evaluation (NCEE), Regional Assistance of Institute of Education Sciences (RAIES) and American Institutes of Research (**AIR**) conducted a Study of the Impact of a Reading Intervention for Low Literate Adult ESL (English as a Second Language) Learners (2010). The intervention studied was the basal reader *Sam and Pat, Volume I* published by Thomsonvi Heinle (2006). The study tested an approach to improving the literacy skills of low -literate adult ESL students under the real world conditions. Specifically, the factors identified as defining systematic approach to literacy development included: 1) a comprehensive instructional scope that includes direct instruction in phonics, fluency, vocabulary development and reading comprehension. 2) a strategic instruction sequence, 3) a consistent instructional format, 4) easy-to-follow lesson plans, 5) strategies for differentiated instruction. *Sam and Pat* was selected as the focus of the study because it offers an approach to literacy development that is systematic, direct, sequential, multi-sensory and multiple opportunities for practice and feedback. The impact study used an experimental design to test the effectiveness of *Sam* and *Pat* improving the reading and English language skills of adults enrolled in 66 ESL literacy classes at 10 sites.

The key results of the study were: More reading instruction was observed in *Sam* and *Pat* classes while more English language instruction was observed in control classes. The *Sam* and *Pat* classrooms spent more time on reading development instruction (66 percent of observed intervals in *Sam* and *Pat* classrooms compared to 19 percent in control classrooms) and the difference was statistically significant. Conversely, the control classrooms spent more time on English Language acquisition instruction (68% of observed intervals in control classrooms compared to 27 percent in *Sam* and *Pat* classrooms) and this difference was also statistically significant.

Although students made gains in reading and English language skills, no differences in reading and English language outcomes were found between students in the *Sam* and *Pat* group and students in the control group. On average, students participating in the study made statistically significant gains in reading and English language skills over the course of the term. However, there were no statistically significant impacts of the *Sam* and *Pat* on the reading and English language outcomes measured for the over-all sample.

There were no impacts of *Sam* and *Pat* on reading and English language outcomes for the five of six subgroups examined. For students with relatively lower levels of literacy at the start of the study, there was some suggestive evidence of a positive impact on reading outcomes. Among students with lower levels of literacy at the beginning of the term, *Sam* and *Pat* group of students scored higher on the word attack (decoding) assessment than the control group students. Because this difference was not significant after adjusting the multiple comparisons, however, it is possible that the effect is due to chance alone.

The studies cited showed relevance to this present study in the light of assessing the UNP extension programs (i.e skills training, information drive, livelihood organizations, medical-dental mission) for the period 1999 to 2002. The present study dealt with the curriculum-based extension program, the reading literacy extension service which started in 2004. On the other hand, this study is related to NCEE study of the impact of reading literacy for low literate ESL learners; however, the method and approach in dealing with the problem varied.

Scope and Delimitation

This study focused on the assessment of the RLEP of UNP through determination and analysis of the reading competencies of selected Grades I, II and III in adopted schools of the two divisions of DepEd: the Vigan City Division and Division of Ilocos Sur. It covered the School Years 2004-2005, 2005-2006, and 2008-2009. The implementation of this extension program depended on the willingness of the school heads to accept leadership role on this program.

The reading competency skills were focused on English which covered phonemic awareness, phonics and noting details for Grade I pupils and comprehension skills like noting details, getting the significance of the story, predicting outcomes for the Grade II pupils. Teacher-made diagnostic and achievement tests were used in assessing the reading competencies of the pupils.

Assessment of the reading competencies of the pupil-clients was varied for each year of implementation because the pupil-clients had varied reading needs. The item-analysis procedure to determine the strengths and weaknesses was done only during 2008-2009 implementation of the program. The RLEP was also assessed by the stakeholders, namely: the teachers, school heads, parents, and selected LGU officials of the Vigan City Government and Municipality of Sto. Domingo, Ilocos Sur.

METHODOLOGY

The descriptive-assessment research design was employed in the study. Assessment included the determination of competence, strengths and weaknesses of the pupils in reading and assessment of the Adopt-a-School RLEP as a whole by the stakeholders.

Subjects of the Study

The subjects of the study were Grades I, II, III non-readers and poor readers in Vigan City Division and Ilocos Sur Division, DepEd during the School Years 2004-2005, 2005-2006 and 2008-2009. Grade III pupils were included only during the first year (SY 2004-2005) of implementation of the program in Vigan City Division upon the request of the school heads of the adopted schools. For the succeeding years of the program, Grade III pupils were excluded. For School Year 2005-2006, the adopted schools in the Vigan City Division were Nagsangalan Elementary School, Raois Elementary School, Rugsuanan-Puroc Elementary School, San Julian Elementary School and Salindeg Elementary School. For School Year 2008-2009, the adopted schools were Sto. Domingo South Central School and Sto. Domingo North Central School, Division of Ilocos Sur. However, the North Central School pupils were not included in this study due to insufficiency of data for interpretation and analyses.

The subjects were described as non-readers (those who cannot recognize the letters of the alphabet) and others were poor readers (those who can read but cannot understand a simple word or groups of words). These were determined by the schools concerned after the Eight Week Reading Program of the DepEd. The school heads endorsed these pupil-clients to the implementers of the literacy program. Hence, the non-probability samples were used in this study. A total of 294 pupils were involved in this study, the distribution of which is shown in Table I.

Another group of subjects in this study consisted of 32 stakeholders, namely: ten (10) teachers, eight (8) school heads consisting of principals and a supervisor, ten (10) parents and four (4) Local Government Officials.

Table 1. Distribution of Subject-Clients of the UNP- RLEP, School Years 2004-2005, 2005-2006, and 2008-2009

Schools, Division of Vigan City	Grade Level			
	I	II	III	Total
Nagsangalan Elementary School	15	39	25	79
Rugsuanan-Puroc Elementary School	15	22	22	59
Sub-Total	30	61	47	138
School Year 2005- 2006				
Nagsangalan Elementary School	22	18	--	40
Raois Elementary School	15	--	--	15
Rugsuanan-Puroc Elementary School	16	11	--	27
San Julian Elementary School	18	--	--	18
Salindeg Elementary School	12	--	--	12
Sub-Total	83	29	--	112
School Year 2008-2009, Division of Ilocos				
Sto. Domingo South Central School	22	22	--	44
Grand Total	135	112	47	N=294

Data Gathering Procedure

Memorandum of Agreement (MOA) was forged between DepEd and UNP with participation of the LGU concerned relevant to implementation of the "Adopt- a-School Literacy Program". The conduct of research was stipulated in the MOA to look into the performance of the pupil-clients during the implementation of the program. The Program usually started on the month of September. The adopted schools provided the list of prospective pupil clients to the UNP-CTE. The said pupils were determined based on the results of the DepEd Eight Week Reading Program of the schools involved in this study. Remedial instruction, the intervention program, through group or individualized tutoring was employed during the implementation of the RLEP. The student teachers, supervising instructors and other faculty involved in the extension service met every Wednesday or Thursday to prepare the lessons, instructional materials and other activities for the weekly (Saturday) tutorial sessions of the pupils for at least two hours. The student teachers were trained to do individual and group tutoring to pupil-clients. Accomplished tasks of the pupil-clients were placed in their respective portfolio to determine the progress of their performance.

Meeting with heads of the adopted schools and LGU officials through Focus Group Discussion (FGD) were conducted to report the results of the study in 2005-2006 and 2008-2009 implementation of the program. School heads and teachers interviewed the parents about the effect of the literacy program on their children. This formed part of the assessment process of the Literacy Program.

Data Gathering Instrument and Scoring Procedure

Teacher-made diagnostic and achievement tests were the instruments used in assessing the reading of the pupils. These tests varied during the program of implementation due to the reading needs and abilities of the pupil-clients. For this study, the 75 percentage of competency was set as the desirable level of reading competency of the subjects.

The Test Item Analysis Procedure was used to determine the strengths and weakness of the pupils. This was used particularly during the School Year 2008-2009. The average index of difficulty of the items (p) was used to describe the strength and weaknesses of the subjects. Table 2 shows the values of the average index of difficulty of the items which were used to interpret the strength and weakness (McMillan, J., 1997).

Table 2. Indices of Difficulty as Measures of Strengths and Weaknesses in Reading

Index of Difficulty (p)	Interpretation	Nature of Performance
.90-1.00	Very Easy (VE)	Strength
.70-.80	Easy (E)	Strength
.50 -. 60	Moderately Difficult (MD)	Weakness
.30-.40	Difficult (D)	Weakness
Below - .20	Very Difficult (YD)	Weakness

Additionally, a questionnaire, formulated by the researcher was used to assess the RLEP as a whole. The items were based on the indicators of quality assurance that describe extension service programs of a College or University. The items were answerable by the following scales and descriptive rating, respectively (See Table 3).

Table 3. Norms for Interpretation of the Assessment of the RELP

Scale	Item Response	Over-all Descriptive Assessment
5.0 (4.50-5.00)	Strongly Agree (SA)	Excellent (E)
4.0 (3.50-4.49)	Agree (A)	Very Good (VG)
3.0 (2.50-3.49)	Uncertain (U)	Good (Good)
2.0 (1.50-2.49)	Disagree (DA)	Poor (P)
1.0 (1.0-1.49)	Strongly Disagree (SD)	Very Poor (VP)

The RLEP research questionnaire was validated by three knowledgeable faculty members of the University. After the content validation, the instrument was tried out to 30 samples. With the use of Rulons equation (Aiken, L., 1982) for determining reliability index of a research instrument, the computed index is 0.97 which means that the instrument is highly reliable.

Statistical Treatment

The data were treated using the following statistical tools: 1.) mean percentage to describe the competency skills of the pupil-clients on the different topics and reading skills; 2.) standard deviation to describe the variability of the test scores/responses; 3.) average index of difficulty to determine the strengths and weaknesses of the subjects; 4.) mean and standard deviation to determine the assessment on the Literacy Extension program as a whole; and 5.) Analysis of Variance (ANOVA) to determine the significant differences in the assessment of the Literacy program among the stakeholders and the Scheffe Test to determine which pair of group means is significantly different.

RESULTS AND DISCUSSION

Reading Competencies of Pupil-Clients during the RLEP Implementation, School Year 2004-2005

The Grades I, II and III pupils of Nagsangalan Elementary School obtained low percentage of competency in reading before the conduct of the tutorial sessions of the Literacy Program. (Refer to Table 4). Their diagnostic tests show that the Grade I pupils obtained 33 percentage of competency; Grade II got 33 percentage of competency and Grade III obtained 34 percent. Hence, the pupils really needed the remedial reading in English because their reading competencies did not reach the 75 percent level.

During the conduct of the tutorial sessions, the clients were given intervention exercises. The results of these exercises (not shown in the table) are presented in textual form. Findings revealed that the Grade I pupils were not competent on *letters of the alphabet (65%), final and initial Sounds (65%)*. But when the pupils were given follow up exercises in these skills, they became competent and increased their percentages of reading competency by 80-90 percent, respectively (See Table 4). The Grade I pupils were competent in *"ad" words (75%) and "an" words (83%)*. They obtained 86 percentage of competency in *"final sounds of words"*. In the achievement

test, the Grade I pupils obtained 97 percentage of competency in reading. Thus, the Reading Literacy program enhanced the reading competency the Grade I pupils.

Table 4. Reading Competencies Pupil-Clients in Vigan City Division during the RLEP Implementation, SY 2004-2005

Schools/Pupils	Number	Diagnostic Test in %	Intervention Exercises in %	Achievement Test in%
Nagsangalan Elementary School				
Grade I	15	33	80-90	97
Grade II	39	33	63-100	93
Grade III	25	34	57-85	94
Rugsuanan-Puroc Elementary School				
Grade I	15	57	87-90	98
Grade II	22	56	77-86	91
Grade III	22	52	84- 89	83

The Grade II pupils were not competent in *"picture association"* (63%), however follow up exercises showed that they obtained 99 percentage of competency in this skill. They were highly competent in *"vowel sounds"* (100%) and other exercises. Their achievement test yielded 93 percentage of competency in reading.

The Grade III pupils were given reading exercises that measure the following skills: *"noting details"*, *"getting the main idea of the story"* and *"sentence completion exercises"*. Their pretest showed 34 percent reading competency. Their performance in the intervention exercises showed improvement (57-85 percent). Finally, their achievement test yielded 94 percentage of competency in reading. Hence, the Literacy Program improved the reading competencies of the Grade III pupils in Nagsangalan Elementary School.

On the other hand, the English Diagnostic Tests of the Rugsuanan-Puroc Elementary School Grades I, II, III pupils indicated low percentage of competency (57%, 56% and 52%, respectively). Hence, this indicated that they needed the Literacy Program. The pupils' exercises were different from that of the Nagsangalan Elementary school pupils because they had different remedial task needs.

For the Grade I pupils, their exercises (not presented in the table) were all for beginning readers, like: *medial "a" and "e"*, *medial "o"* and *"u"*, reading exercises that measures *noting details skills*. They obtained competency percentage (87-90%) in the remedial reading exercises. Their achievement showed very high reading competency percentage of 98 percent.

For Grade II pupils, the exercises included the following reading skills: noting details, giving the significance of the story. The results of intervention reading exercises on selected stories for Grade II showed 77-86 percent competency. Their achievement test showed a remarkable improvement (91% competency level).

For Grade III pupils, the intervention reading exercises tested the following skills: *noting details, giving significance of the story and predicting outcomes*. The pupils obtained 84-89 percentage of reading competency in these exercises. They obtained 83 percent reading competency at the end of the literacy program.

The remarkable increase in the reading competency levels of these pupils could be attributed to the Reading Literacy Program. The results imply that the program is effective.

Reading Competencies of Pupil-Clients in Five Schools, Vigan City Division during RLEP Implementation, SY 2005-2006

The over-all reading competency level of the Grade I pupils in the five adopted schools of Vigan City Division before the conduct of the Literacy program was 59 percent (Sec Table 5). This indicated that the pupil-clients needed the reading literacy program. An analysis of the data shows that the pupils were competent in *"matching big letters with small letters"*.

It is noted that Salindeg Elementary School (S5) has the highest competency percentage (79%) in all skills except *"writing initial and final letters of the word"*. Having obtained a desirable level of competency higher than 75 percent, the pupil-clients in Salindeg were considered competent and were advised not to continue with the program anymore. Hence, only the four schools were adopted and benefited with the Literacy Program services.

Further analysis of the data reveals that the pupils were all competent in *"matching big letters with small"* letters except San Julian Elementary School (S4) pupils. Only the pupils in Rugsuanan-Puroc Elementary School (S3) were found to be competent in the skill *"matching the name or word with correct picture"*.

Among the four elementary schools left for the study, the pupils in Rugsuanan-Puroc (S3) obtained highest mean percentage followed by Raois (S2), Nagsangalan (SI) and San Julian (S4), in descending order. The standard deviations show that the reading scores of the pupils of Rugsuanan-Puroc (S3) were homogenous. On the other hand, scores of the pupils of Nagsangalan (SI) and Raois (S2) were scattered, these pupils were heterogeneous in the reading skills tested.

Table S. Reading Competencies of Grade I Pupil-Clients in Five Schools, Vigan City Division Before the Conduct of the RLEP, SY 2005-2006

Reading Skills	Competency Percentage (%)					Overall
	SI	S2	S3	S4	SS	
Matching Big letters with small letters	87	100	91	70	90	88
Recognizing vowel and consonant sounds of the beginning letter of a word	58	58	75	38	76	61
Identifying the initial sound of the letter of the word being illustrated	74	67	62	30	80	63
Identifying the final sound of the letter of the word being illustrated	18	37	43	28	70	39
Writing the initial and final letters of the word	27	18	51	0	60	31
Matching the name of word with the correct picture	68	58	91	53	96	73
Mean	55	56	69	37	79	59
Standard Deviation	27	28	20	23	13	21

Legend: SI= Nagsangalan Elementary School; S2= Raois Elementary School
 SJ= Rugsuanan-Puroc Elementary School; S4= San Julian Elementary School
 S5= Salindeg Elementary School

Table 6 shows that the over-all reading competencies of the Grade I pupils in four schools at the end of the Literacy Program for the School Year 2005-2006 was 82 percent

Table 6. Reading Competencies of Grade I Pupils, Vigan City Division at the End of RLEP, SY 2005-2006

Reading Stories	Competency Percentage (%)				Overall
	SI	s2	S3	S4	
"Cleaning Yourself"	80	100	80	53	86
"Guess"	91	100	86	78	89
"Vegetables"	82	91	82	52	77
"Wish"	80	100	83	72	84
Mean	83	98	83	63	82
Standard Deviation	12	4	12	19	14

Legend:SI= Nagsangalan Elementary School; S2= Raois Elementary School
 S3= Rugsuanan-Puroc Elementary School; S4=San Julian Elementary School

Remarkable improvement of the reading literacy (98%) was observed among the pupils at Raois Elementary School (S2). Pupils at the Nagsangalan and Rugsuanan-Puroc Elementary Schools obtained 83 percent reading competencies. However, only San Julian Elementary School pupils did not improve as shown by their average reading competency of 63 percent. The low reading competency of pupils at San Julian Elementary School could be attributed to their irregular attendance during the tutorial program coupled by their non-attendance in the pre-school as claimed by the principal of San Julian Elementary School.

Table 7 shows the reading competencies of the Grade II pupil -clients in Vigan City Division before the conduct of the Literacy Program (School Year 2005-2006). It is shown that pupils in Rugsuanan- Puroc Elementary School obtained higher competency percentage (67%) in reading compared to the pupils of Nagsangalan Elementary School (36%). The reading scores of the pupils in Nagsangalan Elementary School were less varied than the scores of the pupils of Rugsuanan-Puroc Elementary School.

Table 7. Reading Competencies of Grade II Pupils, Vigan City Division Before the Conduct of the RLEP, SY 2005- 2006

Competency Skills	Competency Percentage (%)		Overall
	Nagsangalan Elem. School	Rugsuanan -Puroc Elem. School	
Writing the name of the picture (in word)	21	75	48
Underlining the phrase that describes the picture	33	77	55
Encircling the word that completes the sentence	27	69	48
Writing the word that matches with the picture to complete the sentence	62	34	48
Underlining the sentence that describes the picture	38	60	49
Answering the questions that tell about the oicture	37	89	63
Average	36	67	52
Standard Deviation	14	19	31

It is also noted that Rugsuanan-Puroc Elementary School pupils obtained a high competency percentage (89%) on *"Answering questions that tell about the picture"* while Nagsangalan Elementary School pupils got only 37 competency percentage. Nagsangalan Elementary School pupils got 21 competency percentage in *"Writing the name of the picture in word"* while Rugsuanan-Puroc Elementary School obtained 75 percentage of competency in this skill. However, the overall results of the diagnostic test showed that there was a great need of reading assistance to pupils in Nagsangalan and Rugsuanan-Puroc Elementary Schools.

Table 8 shows the reading competencies of the Grade II pupils of Nagsangalan and Rugsuanan-Puroc Elementary Schools, School Year 2005-2006 at the end of the Literacy Program. The reading competencies were measured in terms of reading comprehension tests on short stories. The three stories presented in Table 8 covered the skills that measure *noting details and giving significance of the story*. An analysis of the data shows that remarkable improvement in the reading competency of Grade II pupils was obtained. This is shown by the overall-reading competency percentage of 94 percent. The pupils were found highly competent in *"noting details"* and *"getting the significance of the story"*. The pupils in Rugsuanan-Puroc Elementary School obtained higher reading competency and more varied scores compared to pupils in Nagsangalan Elementary School. Pupil-clients in these two adopted schools in Vigan City Division improved their reading competencies as a result of the Reading Literacy Program. Hence, the literacy program using the individualized tutorial reading sessions for the pupils accounted for the improved reading competencies of the pupils.

Table 8. Reading Competencies of Grade II Pupils, Vigan City Division at the End of the RLEP, SY 2005-2006

Reading Stories	Competenc		Overall
	Nagsangalan Elem. School	Rugsuanan-Puroc Elem. School	
"Dario's Pet"	97	98	98
"Recess Time"	93	96	95
"A Trī To Baguio"	88	90	89
Mean	93	95	94
SD	11	14	12

The Reading Competencies Pupil-clients, Division of Ilocos Sur during the RLEP Implementation, SY 2008-2009

As a whole, the results of the reading competency of Grade I pupils of Sto. Domingo South Central School, Division of Ilocos Sur, School Year 2008-2009

before the reading literacy program implementation showed that the pupils did not reach the desirable percentage of competency in reading (61.82%). They were found to be weak too as showed by the average difficulty index of the item which is moderately difficult (Sec Table 9). It is worth to mention here that test item analysis was performed to determine the strengths and weaknesses of the pupils in the reading skills tested, unlike the previous data analyses on reading competencies of pupils in the Vigan City Division.

It is noted that pupil-clients at Sto. Domingo South Central School (SDSCS) were found competent and strong in "*identifying the beginning letters of the given picture*" and "*writing the missing syllable of the word in the given picture.*" They found these two reading skills easy. However, they were found not competent and weak in "*identifying the sounds of the letters, writing the initial sounds of the given object, identifying the correct name of the picture and identifying the correct phrase that tells about the picture.*" Hence, the pupils deserved to participate in the Reading Literacy Program.

Table 9. Reading Competencies of Grade I Pupils of SDSC, Division of Ilocos Sur before the RLEP Implementation, SY 2008-2009

Reading Skills	k	\bar{X}	c%	sd	p	I
1. Identifying the sounds of the letter	10	6.14	61.40	2.19	.63	MD++
2. Identifying the beginning letters of the given picture	10	7.51	75.10	2.79	.75	E
3. Writing the initial sound of the given object	10	6.56	65.60	3.00	.66	MD
4. Identifying the correct name of the picture	10	3.68	36.80	3.87	.37	P++
5. Writing the missing syllable of the word in the given picture	10	8.05	80.50	2.24	.80	E
6. Identifying the correct phrase that tells about the picture	10	5.27	52.70	2.14	.52	MD++
Overall	60	37.09	61.82	12.74	.62	MD

Legend: k-number of items; c%-competency percentage; sd-standard deviation; p-average difficulty index of an item; I- interpretation of p; MD- moderately difficult; D- difficult; E-easy; - strength; - weakness

Table 10 shows the reading competencies of the Grade I pupil-clients of Sto. Domingo South Central School at the end of the Literacy Program, School Year 2008-2009. Three reading skills were tested. The overall reading competency is 73.33 percent which nearly reached the 75 percent desirable level of competency. The

average difficulty index of the whole tests is 0.70 which means that the pupils found the tests easy; hence, they were considered strong in the reading skills tested.

Table 10. Reading Competencies of the Grade I Pupils of SDSCS, Division of Ilocos Sur at the End of the RLEP SY 2008-2009

Reading Skills	k	5	c%	sd	p	I
1. Identifying the correct word that names the picture	15	12.56	83.73	2.65	.84	E'
2. Identifying the phrase which correctly describes the picture	5	4.11	82.20	.78	.84	E
3. Answering the questions based on the given simple sentence	10	4.00	40.00	2.65	.46	MD**
4. Noting details	10	5.50	50.50	2.35	.67	MD+
Overall	40	29.33	73.33	3.93	0.70	E

They were found to be competent in "*identifying the correct word that names the picture*" with 83.73 percent reading competency. They were also found to be competent (82.22%) in "*identifying the phrase which correctly describes the picture*". They found these two reading skills easy. However, they were not competent on "*answering the questions based on a given simple sentence (40%) and noting details (50.50%)*" They found these two reading skills moderately difficult. However, in general, the pupils improved their reading competencies at the end of the reading literacy program.

Table 11 shows the reading competencies of Grade II pupil-clients of Sto. Domingo South Central School before the implementation of the reading Literacy Program, School Year 2008-2009.

Table 11. Reading Competencies of the Grade II Pupils of SDSCS, Division of Ilocos Sur before the RLEP Implementation, SY 2008-2009

Reading Skills	k	5 _z	c%	sd	p	I
1. Noting details	10	4.68	46.80	2.10	0.47	MD
2. Getting the Significance of the Selection	6	2.41	40.17	1.56	0.41	MD
3. Predicting Outcomes	6	1.50	25.00	1.22	0.26	VD
Overall	22	8.59	39.05	3.26	0.40	MD

Legend: MD- Moderately Difficult; VD- Very Difficult; - Weakness

The low percentage of reading competency of the Grade II pupils before the conduct of the Literacy Program reveals that they were really poor readers and weak in the reading skills tested. This is evidenced by the mean competency percentage of 39.05 and moderately difficult items ($p=0.40$), respectively. The data show that the pupils really needed the Literacy Program. They were found weak in all the reading skills, namely: *noting details*, *getting the significance of the selection* and *predicting outcomes*.

Table 12 shows the reading competencies of Grade II pupil-clients of Sto. Domingo South Central Elementary School at the end of the implementation of the Reading Literacy Program, School Year 2008-2009. There was a highly remarkable improvement of the reading competencies of the Grade II pupils of Sto. Domingo South Central School as depicted by their over-all mean reading competency percentage of 88.90 in reading. The pupils obtained perfect competency percentage in *"noting details"*. They achieved higher than the desirable level of reading competencies in *"following directions"*, *"identifying and describing words in the given sentence"* and *"predicting outcomes"*, the latter being the lowest. This is expected since predicting outcome skill requires a higher level of cognition.

Table 12. Reading Competencies of the Grade II Pupils of SDSCS, Division of Ilocos Sur at the End of the RLEP, SY2008-2009

Reading Skills	k	5	c%	sd	p	I
1. Identifying and describing words in the given sentence	10	8.67	86.70	2.57	0.86	E
2. Noting details	3	3.00	100.00	0	1.00	VE
3. Following Directions	5	4.67	93.40	0.65	0.93	VE
4. Predicting Outcomes	3	2.33	77.67	0.78	0.73	E'
Overall	21	18.67	88.90	3.28	0.88	E

Legend: - Strength

The high percentage of competency of the pupils in the different reading skills are verified by the average difficulty index (p) of each skill tested. They found *"identifying and describing words"* and *"predicting outcomes"* easy. They also found *noting details* and *following directions skills* **very easy**. Hence, they were strong in all the reading skills tested.

As a whole, the reading competencies of these pupils were enhanced. They found the items easy (E). Through the continuous mastery and reading literacy, the pupil-clients were able to understand stories. This remarkably improved their reading skills. The results could be attributed to the conduct of the Reading Literacy Program.

In summary, the above findings of improved reading competency percentage of the pupil clients during the three school years (period) of the implementation of the Reading Literacy program imply that the said program is indeed effective. This confirms the findings of the NCEE impact study that intervention program on reading literacy for low literate learners improved their reading and language skills.

Assessment of the Stakeholders on the Adopt-a-School Literacy Extension Program

The assessment of the stakeholders on the Adopt-a-School Literacy Program indicated that the program is considered excellent as shown by the over-all mean score of 4.86. (Refer to Table 13.) The teachers rated the program excellent, with a highest mean, followed by the LGU officials, the school heads and the parents (in descending order). The assessment ratings of the parents were most varied. The teachers of the pupil clients showed very similar ratings as indicated by the low numerical values of standard deviation.

The excellent assessment ratings of the stakeholders show that the literacy program improves the quality of education in the community; that the program caters to the enhancement of knowledge, skills and values of the pupils. They strongly agreed that the program is client-based and that it caters to the needs/problems of the community; they also strongly believe that the program complements the curricular offerings of the institution being a college of future teachers; they assessed the program to have been carefully planned and coordinated with the target community. They have felt harmonious and collaborative relationship with the implementers.

Table 13. Means and Standard Deviations of Stakeholders Assessment on the RLEPofUNP

Stakeholders	X	DR	sd
Teachers	4.99	Excellent	0.02
School Heads	4.89	Excellent	0.28
Parents	4.75	Excellent	0.39
LGU Officials	4.94	Excellent	0.14
Over-all	4.86	Excellent	0.27

Further analysis of the mean ratings also imply that the parents, having rated the program lowest in terms of local, regional and national consideration made the difference in the responses of the LGU officials, school heads and teachers who are very much aware that this program takes into consideration local and national development thrusts.

Significant Differences in the Assessment of the RLEP by the Group of Stakeholders

Table 14 shows the ANOVA for significant differences in the mean assessment ratings of the four groups of stakeholders (teachers, school heads, parents and LGU officials) on the Reading Literacy Program of UNP. The F-ratio yielded highly significant result which means that four groups significantly varied in their assessment on the Reading Literacy Program.

Table 14. ANOVA on Significant Differences in the Assessment of Stakeholders on the RLEP

Source of Variations	Sum of Sauares	df	Mean Square	R- ratio	Sig.
Between Groups	.186	3	.0619	15.132	0.000
Within Groups	.114	28	.0041		
Total	.300	31			

Since the F-ratio yielded significant result, the Scheffé test determined which pair of means significant varied. An examination of the data in Table 15 shows that there is a significant difference in the assessment of the reading literacy program between the teachers and parents, between school heads and parents and between LGU officials and parents.

The parents rated the program lowest in terms of local, regional and national consideration made the difference in the responses of the LGU officials, school heads and teachers who are very much aware that this program takes into consideration local and national development thrusts. Similarly, the subjects varied in their responses on the funding of the program; they were not certain about the sustainability of the program. They also varied in their responses about the dissemination of the program to the stakeholders and the regularity of monitoring and evaluation of the activities.

On the other hand, no significant differences existed in the assessment of the literacy program between teachers and school heads, between teachers and LGU Officials and between the school heads and LGU Officials. This means that these groups of stakeholders have similar notion about the program in terms of the great contribution to quality education in the community. They are very much aware that the literacy program takes into consideration local, regional and national development thrusts and that they considered the felt need and urgent concern of reading difficulties of pupils in the public school system. Hence, collaborative efforts were made between the UNP and the stakeholders.

Table 15. Multiple Comparisons (Scheffe Test) of the Stakeholders' Assessment on the RLEP

Comparison Between Groups	Mean Difference	sig.	Probability
Teachers and School Heads	.005	.433	$\alpha > .05$
Teachers and Parents	.170	.000	$\alpha < .05$
Teachers and LGU Officials	-.002	.939	$p > .05$
School Heads and Parents	.119	.006	$\alpha < .05$
School Heads and LGU Officials	-.008	.320	$> .05$
Parents and LGU Officials	-.194++	.000	$p < .05$

Legend: " - significant; — highly significant

The above findings confirm the results of Contaoi's (2003) study that the extension program of UNP proved effective. While Contaoi assessed the effectiveness of all the extension activities of the University using the clients or graduates of the extension classes, this present study assessed the effectiveness of a curriculum-based literacy extension program of the College of Teacher Education with the DepEd, LGU and parents, as evaluators.

Implications of the Reading Literacy Extension Service Program of the CTE- UNP

The remarkable improvement of the reading competencies of the pupil-clients gained popular support from the stakeholders who highly commended the Literacy Program due to the great contribution the program provides to its clientele. The pupil-clients can become effective readers in the higher grade level. After the implementers presented the results of the Literacy Program in a session of the Sangguniang Panglungsod (SP) of Vigan, Focus Group Discussion with the members of the City Council of Vigan, School Heads of the DepEd and implementers of the program was conducted. Series of sessions and meetings were held until finally the City Council came out with an Ordinance through the Committee on Education, the **Vigan City Ordinance No.6-14, s.2007: "An Ordinance Establishing Reading Literacy and Numeracy Program for the City of Vigan and Appropriating Funds Thereof."** Similarly, the LGU of Sto. Domingo, Ilocos Sur approved a resolution entitled (Resolution No. 040, s. 2008): *A Resolution Establishing Reading Literacy and Numeracy Program for the Elementary Schools of Sto. Domingo, Ilocos Sur.* The effect of the Literacy Program yielded the formulation of laws by the LGUs involved in the program as measures to improve the reading performance of the pupils under their respective jurisdiction. Hence, these LGUs caused to provide funds for the

implementation of Reading Literacy Program to ensure better delivery service of the said program.

CONCLUSIONS

1. The English reading competencies and skills of pupil-clients for the three year-period of implementation of the Reading Literacy Program improved remarkably after the implementation of the said program.

2. The Reading Literacy Program of UNP was rated excellent by the all the stakeholders.

3. There were significant differences in the assessment of the stakeholders on the Reading Literacy program. The parents varied significantly in their assessment from the other stakeholders: the teachers, school heads and LGU officials. However, there were no significant differences in the assessment of the literacy program between and among the teachers, school heads and LGU officials

4. The effect of this program on the reading competencies of pupil-clients has gained popular support from the stakeholders. The pupil-clients can become effective readers. The LGUs of Vigan City Sangguniang Panlungsod and Sto. Domingo Sangguniang Bayan formulated laws to establish reading literacy program in their respective city/town to support the said program.

RECOMMENDATIONS

1. The program should be sustained by the College/University and expand the services to other DepEd schools needing the service. It should be served to non-readers of Grade II to address the thrust of the DepEd "to make every Filipino child a reader in Grade III". The use of the vernacular (mother tongue) may be used to address the reading difficulty of the pupils. This way, pupils can comprehend better what they read using their own dialect.

2. There should be a sustainable and adequate funding of the program.

3. Close monitoring and evaluation should be done by the Extension Services Office and the program implementers.

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