



**STAKEHOLDERS' VIEWS, EXPERIENCES, CHALLENGES, AND
COPING STRATEGIES IN THE SCHOOL LITERACY OUTREACH
INITIATIVE: BASES FOR PROGRAM ENHANCEMENT**

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ABSTRACT

This qualitative research was conducted to determine the stakeholders' views, experiences, challenges, and coping strategies in the school literacy outreach initiative: as bases for program enhancement. The following themes were generated on the stakeholders' views: literacy improvement initiative for the barangay, movement for academic growth from the school to the community, a development process that provide, learning skills and assessment of educational outcomes, and an activity that fosters socialization. Stakeholders' experiences were: gained proficiency in managing program strategies, fostered professional enhancement, helped to interact and developed leadership, and achieved skills in organized program flow. Stakeholders' challenges were: poor comprehension due to language barrier, conflicts with class schedules and limited funding, difficulties in capturing the children's attention, and few administration staff attendees due to conflicts with duty hours. Stakeholders' coping strategies were: invite resource pers on for language, manage time and allocate funds, complete tasks ahead of schedule and

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provide engaging activities, and plan and manage time effectively. To further address the challenges encountered, the researcher proposed a program enhancement.

Keywords: *Literacy Outreach Initiative, Program Enhancement*

INTRODUCTION

The Western Institute of Technology Extension Services Center contributes to the commitment of the school in uplifting the literacy of its partner communities. Since in the past few years up to the present time, the learning institution has conducted several outreach activities, especially literacy initiatives which have a huge impact on the adopted barangay community and to its residents. The goal of the learning institution is to extend a helping hand to the adopted barangay residents by educating, guiding, and monitoring them for their development, innovation, and progression status.

It is widely known that higher education institutions (HEIs) fulfill threefold functions: instruction, research and community extension services. The third function plays a supporting role and is performed within the context of accreditation. This is in response to the clamor from all fronts to increase awareness of the value of higher education institutions (HEIs) to be more committed to advancing community development and become agents of social transformation. As Bergan (2011) said, "we need higher education that educates the kind of society in which we want to live, not just for the economy we would like to have."

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To actualize this commitment, the extension services center of Western Institute of Technology initiated a literacy outreach initiative at the adopted barangay of the College of Arts and Sciences, which is Barangay Camangay, Leganes, Iloilo. This program would be supported by the stakeholders of the Learning Institution and conducted this Academic Year 2023-2024.

As of this time, no study has been conducted yet to assess the stakeholders' views, experiences, challenges, and coping strategies in the school literacy outreach initiative and so this study is apt and fitting. It may be noted that this is a common issue among higher education institutions in the Philippines (Deocarise&0Llenares, 2018).

This study determined the stakeholders' views, experiences, challenges, and coping strategies in the school literacy Outreach Initiative: as bases for program enhancement.

The School Literacy Outreach Initiative is aligned closely with the institution's mission and goals, particularly because it emphasizes community engagement, education, and social impact. Focusing on school literacy initiative allows for targeted intervention of the children's development, ensuring that they acquire foundational literacy skills early on, which is essential for their overall academic success; also, strategically leveraging resources and partnerships to maximize the impact of the learning institution's extension services.

Successful school literacy initiatives can enhance the institution's outreach program through addressing and focusing on the stakeholders' views, experiences, challenges, and coping strategies.

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MATERIALS AND METHOD

Research Method

In this study, the descriptive research method using in- depth interview was utilized to determine the stakeholders' views, experiences, challenges, and coping strategies in the school literacy outreach initiative as: bases for program enhancement of Western Institute of technology Extension Services Center.

McCombes (2019) explained that descriptive research aims at describing a population, situation, or phenomenon accurately and systematically. It can provide answers to what, where, when, and how questions. She further stated that a descriptive research method investigates one or more variables.

Research Design

This study employed a qualitative research design, specifically the phenomenological method. Phenomenology is a qualitative research approach that focuses on the commonality of lived experiences within a specific group, according to Cresswell (2013; in Fundal, 2021).The primary goal of the approach is to arrive at a description of the true nature of the specific phenomenon.

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Participants in the Study

The participants in this study were the stakeholders who conducted the literacy outreach Initiative of a school particularly in the identified barangay in the Municipality of Leganes, Iloilo.

The participants were composed of five (5) program heads, ten (10) teachers, ten (10) students and five (5) administrative staff members. They were purposively selected from the stakeholders who participated in the literacy outreach initiative which included Mathematics, English, Department of Sciences (BS Biology), Hospitality Management, and Social Sciences Programs. In order to preserve the confidentiality of their identity, the program heads, teachers, students, and administrative staff members were assigned pseudonyms.

Research Instrument

The instrument used was a researcher-made in-depth interview guide validated by a panel of experts in English and research.

The instrument was composed of four (4) questions which covered the views, experiences, challenges, and coping strategies of the stakeholders in conducting the literacy outreach initiative of the school. The responses of the participants were consolidated and emergent themes were generated to answer the goals and objectives of the study. An enhancement program was proposed as a result of the study.

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Validity of the Research Instrument

The validity of the interview guide refers to the extent to which an instrument measures what it purports to measure. Validity is trying to explain the truth of research findings (Zohrabi, 2013). The researcher-made interview guide was submitted to the adviser for review and revision. After the corrections were considered and acted upon, the prepared interview guide was then forwarded to the panel of experts for content and face validation. The guide was considered valid after it was checked by the panel of experts. Revisions were made after validation by the panel of experts and all their suggestions and corrections were incorporated. The final draft was submitted again to the panel for approval. The final interview guide was encoded and produced into a hard copy and was provided to the participants to familiarize so that during the real-time interview they would be familiar with the questions.

Data gathering Procedures

After the interview guide was found valid, it was produced into a hard copy. The researcher first processed a communication to conduct a literacy outreach initiative activity to the adopted barangay of College of Arts and Sciences. The letter was addressed to the School President and attached to the letter were the list of participants, program flow, and sample activity guide for the beneficiaries and parents' consent for the student participants. When the letter was approved by the School President, the activity was conducted on the date stated on the letter and the interview questions were distributed before the start of the program and a brief

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orientation so that the activity and the interview would be conducted in real time. Their answers were automatically recorded via phone recorder to capture everything they said and saved by the researcher for translation and interpretation.

Data Analysis

The data gathered for the study were transcribed, interpreted, and analyzed using thematic analysis.

According to Maguire & Delahunt (2017), the aim of conducting a thematic analysis is to identify and comprehend prevalent concepts or subjects present within a given set of information or data. Explaining and comprehending the information is an essential part of a good thematic analysis rather than merely summarizing the data.

Braun and Clarke (2006; in Maguire & Delahunt, 2017) have given a helpful framework comprising of six phases to conduct this type of analysis. The provision of a clear and practical framework makes this method presumably the most significant manner of conducting thematic analysis. These steps include: familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up.

Insights

Based on the findings, the following insights were drawn:

The stakeholders' views, experiences, challenges, and coping strategies in the literacy outreach initiative provide valuable intuition that serve as the foundation for program enhancement.

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Understanding the diverse views of stakeholders allows for a comprehensive evaluation of the initiative's effectiveness and areas for improvement. Stakeholders' recognition of literacy improvement as essential aligns with the overarching mission, emphasis on educational enhancement underscores the importance of engaging teaching methods, active involvement in teaching and learning highlights their commitment to community engagement, despite scheduling conflicts.

Stakeholders' experiences in the literacy outreach program, include a range of involvement that shape their impact within the initiative, transformative journeys, empowerment, and enhanced confidence as they develop literacy skills, albeit amidst challenges like balancing learning with other responsibilities.

They find fulfillment in supporting learners and fostering community connections, although they encounter hurdles in adapting teaching methods to learners' diverse needs or managing limited resources. Stakeholders also celebrate successes such as increased participation and skill development while grappling with challenges like securing funding and ensuring program sustainability.

Despite these varied experiences, stakeholders collectively contribute to the program's success, driven by their shared commitment to advancing literacy and empowering individuals and communities.

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Stakeholders need help in managing their time and fulfilling their duties due to constraints such as inflexible participation options and a lack of financial support.

There are also struggles to provide materials and instruction in languages that are relevant and accessible to the target audience, leading to difficulties in engaging participants and promoting literacy. It implies a need for solutions that address these challenges to facilitate better engagement and productivity among stakeholders. It requires a holistic approach that considers the unique needs and circumstances of the target communities and fosters collaboration among stakeholders.

Stakeholders' coping strategies, such as language assistance, strategic planning, proactive time management, fund sourcing, and creative engagement techniques demonstrate stakeholders' resilience in overcoming the obstacles. By incorporating these insights into program enhancement efforts, such as implementing flexible scheduling options, providing language support, financial support, and fostering innovative teaching approaches, the literacy outreach initiative can be strengthened to better meet the needs of all stakeholders and maximize its impact on the community.

RECOMMENDATIONS

Following the program enhancement efforts conducted by stakeholders in the literacy outreach initiative, several recommendations emerge to amplify its impact and effectiveness, as follows:

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The program heads are highly encouraged to conduct thorough needs assessments and stakeholder consultations to inform strategic planning and goal setting. By identifying the specific literacy needs and priorities of the target community, they can be tailored to the program activities and resources to address these needs effectively.

Resource allocation to secure adequate funding, personnel, and materials necessary for program implementation should be prioritized. Efforts should focus on sustainability planning to ensure the program's long-term viability and impact, including developing strategies for securing ongoing funding and support, building community ownership and leadership capacity, and establishing mechanisms for program continuation and scalability. By prioritizing these recommendations, the impact of our literacy outreach program could be maximized and empower individuals and communities would be empowered to thrive through improved literacy skills.

The teachers should to provide invaluable guidance for participants embarking on their literacy journey. Through assessments of participants' literacy levels and learning abilities, teachers would be able to craft customized learning plans that outline specific materials, exercises, and activities to facilitate skill development.

There should also be a diverse array of resources, including books, online courses, and community programs to supplement participants' learning experiences and promote continuous growth beyond the program's scope.

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Teachers should play a pivotal role in identifying participants to benefit from additional support services, such as tutoring or counseling, and make appropriate referrals to ensure holistic support.

Teachers must closely monitor participants' progress throughout the initiative, offering constructive feedback and making adjusting learning plans as needed to maximize their success. Moreover, teachers should encourage participants to engage with the broader community through literacy events, workshops, and volunteering opportunities, thus providing valuable real-world contexts for applying and refining their literacy skills.

Overall, the teachers should guide participants' literacy development and empower them to become lifelong learners equipped with the skills and resources to thrive in various personal, academic, and professional endeavors.

The students should do a personalized and engaging approach to learning. Materials and activities should be tailored to suit individual learning styles and interests to significantly enhance comprehension and retention.

Incorporating interactive and hands-on activities, such as group discussions, games, and practical exercises, should be done to make literacy outreach initiative more enjoyable and effective. Lastly, there should be regular feedback and progress assessments for tracking individual growth and identifying areas for improvement.

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The administrative staff members should prioritize clear communication and efficient coordination to streamline program operations. Establishing regular communication channels among team members and stakeholders would ensure everyone is informed and aligned with program goals and activities. Effective administrative processes, such as scheduling systems and documentation procedures, should be implemented to help manage resources and logistics efficiently. Thorough records of participant information, program outcomes, and feedback need to be maintained to facilitate program evaluation and continuous improvement. A supportive and collaborative work environment where staff members feel valued and empowered to contribute their ideas and expertise should be fostered.

The Head of Extension Services Center of Western Institute of Technology put in place a robust monitoring and evaluation framework to systematically assess the initiative's impact, identify areas for improvement, and make informed decisions for refinement. Stakeholders should also be encouraged to experiment with innovative teaching methods tailored to the target audience's needs and to integrate technology to enhance program delivery would further bolster the initiative's effectiveness. Strengthening ties with local communities, celebrating successes, and developing a long-term strategic plan for sustainability should be essential components of these recommendations. Lastly, establishing feedback mechanisms to solicit input from stakeholders should foster a culture of continuous improvement and adaptation to evolving community needs.

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It is strongly recommended that the proposed program enhancement prepared by the researcher be implemented to ensure sustained and continuous growth and development for all stakeholders of the school.

By implementing these recommendations, the literacy outreach initiative could build upon its achievements and empower stakeholders to make a lasting difference in promoting literacy and education within their communities.

Furthermore, conducting comparable studies in other schools and colleges affiliated with the Western Institute of Technology that have also established barangay partnerships be undertaken. The College of Engineering has partnered with Barangay Railway in La Paz, Iloilo City, while the College of Business and Accountancy has aligned with Barangay San Nicolas, also in La Paz, Iloilo City.

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