

# IMPACT OF EXTENSION PROGRAM IN ENGLISH COMMUNICATION SKILLS OF OUT-OF-SCHOOL YOUTH (OSY) OF LIFE PROJECT FOR YOUTH (LP4Y)



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## ABSTRACT

This study aimed to determine the impact of the extension activity to the Out-of-School Youth (OSY) of Life Project for Youth (LP4Y) in terms of English Communication skills. Descriptive research design was employed in this study. The respondents of the study were the 89 males and 92 females OSY of LP4Y. The data were analyzed and interpreted through the use of percentage, weighted mean, and t-test of dependent samples. The mean scores of the OSY in their English Communication Skills improved from the year 2014-2018, from very poor to very satisfactory, and their level of self-esteem improved also from very low to high. Based on the results of the interviewed conducted, the participants narrated that they were easily hired in terms of job opportunity. The researchers concluded that the CTE-ETS English Communication Skills for OSY of LP4Y has great impact to the life of the participants in terms of their English Communication Skills, self-esteem, and job opportunity, thus it is recommended to continue this kind of extension project to help the out-of-school-youth of present and future generation in alleviating their standard of living.

## 1. INTRODUCTION

English Communication Skills for Out-of-School-Youth (OSY) for Life Project for Youth (LP4Y) is an extension project of College of Teacher Education in partnership with LP4Y-Life Project for Youth Alliance is a network of local organizations in the Philippines, Indonesia, Vietnam, India, France, Belgium, Luxembourg and the United States, spearheaded by JEAN -MARC DELAPORTE.

Their vision is to make young adults that are capable of becoming great entrepreneurs if someone gives them a smile, a supporting word, room to grow, and trust.

Life Project 4 Youth - Green Village Calauan and the Laguna State Polytechnic University are in partnership since 2014.

Life Project for Youth Foundation Inc. is a Non-Stock non-profit organization recognized by the SEC which aims to assist into the social and professional integration of the excluded and vulnerable young adults from ages 17 to 24 years old.

Knowledge of English is important as we can get to know how to frame sentences, how to use words in dialogues while speaking to others. As every word has a particular context where it fits right, using words in such a manner in English is a art that can only be mastered by practice. And with such command, we can easily communicate with others on any level. Mostly, listening and speaking improves our command on English language. Daily listening to English speakers and trying speaking in English, helps you to know how to use the language, where to use each word and when to use it in a correct manner, (<https://www.tech-wonders.com>).

Excellent communication skills are essential for workplace success. If you've landed an interview, expect to be asked interview questions about how you communicate, and to have your ability to communicate in the workplace tested and evaluated. Regardless of the role, employers seek employees who can get along with others and who can communicate well both verbally and non-verbally, (<https://www.thebalancecareers.com>).

Enhanced communication skills in English can result to not only an improved social life, but also better job opportunities in the future. From job interviews to the actual professional world, communication skills are very crucial, and being proficient in English means being able to communicate clearly and effectively. In job interviews, most interviewers conduct interviews in English. Interviewers quickly make judgments and give great importance to first impressions. Poor skills in the language can mean smaller chances of landing a job, (Pandey & Pandey, 2014).

Dr Laura Morgan Roberts (2015), researches the importance of self-esteem and she has found particular benefits associated with high employee self-esteem. Employees who have a high level of self-esteem will trust their thinking and judgement and are therefore likely to make better decisions. Having these qualities also enables us to create more effective interpersonal and work relationships which means that we can more effectively contribute to the work environment around us. As leaders, high levels of self-esteem mean we are able to focus more positively on other people and their development, rather than spend time berating our own performance. There is no doubt about it, a good sense of self-esteem has an impact on the way we operate in the workplace, how we deal with people and how much we achieve in our career.

### 1.1. THEORETICAL/CONCEPTUAL FRAMEWORK

It was shown in Figure 1, the conceptual framework of this study the input consist of the five years implementation of the extension project from 2014-2018, the process is the data gathering of data, analysis, interpretations, and presentation while the output were the impact of the said project to the participants.

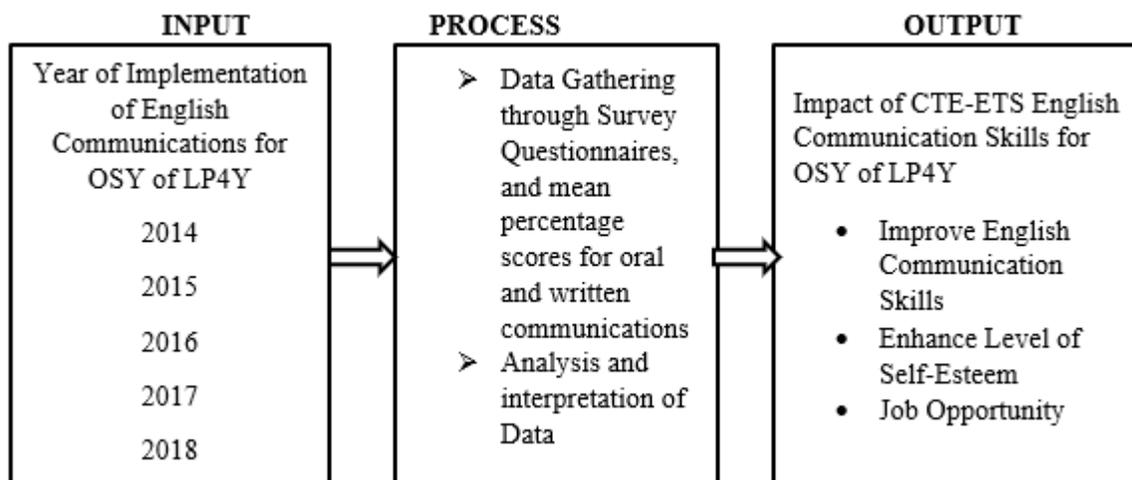
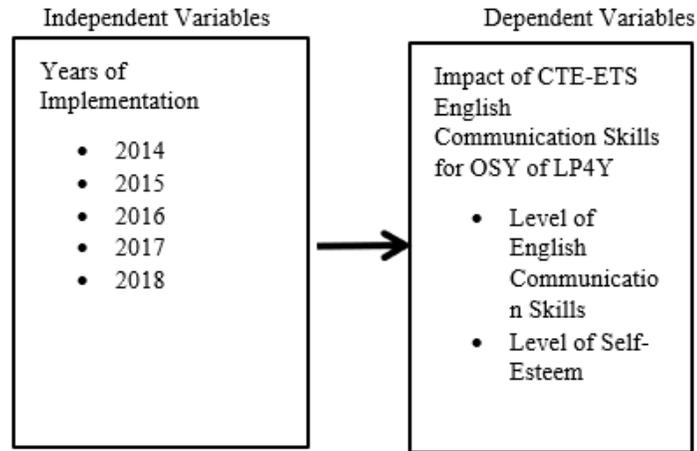


Figure 1: Research Paradigm (IPO Method)



**Figure 2:** Research Paradigm

## 2. MATERIALS AND METHODS

Descriptive evaluative method research design was employed in this study.

The respondents of the study were the 75 males and 105 females Out-of-School-Youth (OSY) of Life Project for Youth (LP4Y).

The instrument of this study is a survey questionnaires consist of students' profile, and ten (10) indicators for level of self-esteem. In terms of job opportunity, written interviewed was conducted. The participants performance in English Communication Skills were came from the over-all Mean Percentage Scores (MPS) before and after the extension program from 2014-2018. Below is the rating scale on the level of English Communication Skills of the participants.

95-100% (Excellent)

90-94% (Very Satisfactory)

85-89% (Satisfactory)

80-84%(Good)

75-79 (Poor)

74% & Below (Very Poor)

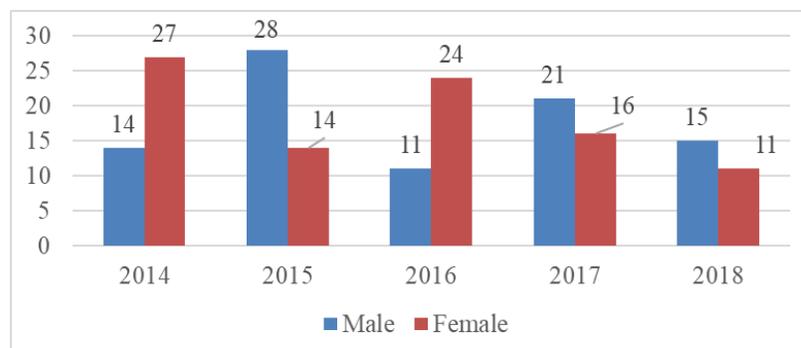
Mean Percentage Score (MPS) was used to describe the level of English Communication Skills.

Mean and Standard Deviation were used to describe the participants' level of self-esteem.

t-test was applied in determining the difference on the impact of extension program before and after from 2014-2018.

## 3. RESULTS AND DISCUSSIONS

It was shown in figure 3, the distribution of the respondents' profile in terms of sex form year 2014-2018.



**Figure 3:** Respondents' Sex

Impact of Extension Program in English Communication Skills of Out-Of-School Youth (Osy) of Life Project for Youth (Lp4y)

Most of the respondents were male from 2014 to 2018 except from the year 2016 wherein the most dominant were female.

The results in table 1 shows the beginner group of participants' level of English Communication Skills before and after the extension program.

**Table 1:** Participants' Level of English Communication Skills Year 2014-2018 Before and After the Extension Program

Year & English Communication Skills	Before			After		
	MPS	SD	Verbal Interpretation	MPS	SD	Verbal Interpretation
2014	60.83	2.32	Very Poor	85.20	1.73	Satisfactory
2015	79.30	2.57	Poor	87.40	1.27	Satisfactory
2016	72.20	2.82	Very Poor	89.70	1.14	Satisfactory
2017	81.50	1.94	Good	92.30	1.02	Very Satisfactory
2018	70.33	1.85	Very Poor	90.14	0.99	Very Satisfactory

Legend: 95-100% (Excellent); 90-94% (Very Satisfactory); 85-89% (Satisfactory); 80-84% ( Good); 75-79% (Poor); 74% & Below (Very Poor)

It was shown that the extension program help the participants in enhancing and improving their English Communication Skills from 2014-2018. Their MPS before the program ranges from 60.83% to 81.50% with verbal descriptions of Very poor to Good only, while after the program their MPS ranges from 85.20% to 92.30% with verbal description of satisfactory to Very satisfactory.

The results in table 2 shows the participants' level of self-esteem before and after the extension program from year 2014-2018.

**Table 2:** Participants' Level of Self-Esteem Year 2014-2018 Before and After the Extension Program

Year	Mean		SD		Verbal Description	
	Before (%)	After (%)	Before	After	Before	After
2014	1.37	2.93	0.48	0.81	Very Low	Average
2015	2.10	3.36	0.74	0.54	Low	Average
2016	1.83	3.68	0.42	0.77	Low	High
2017	2.52	4.20	0.98	0.72	Average	High
2018	1.57	3.65	0.59	0.97	Low	High

Legend: 4.50-5.00 (Very High) ; 3.50-4.49 (High); 2.50-3.49 (Average) ; 1.50-2.49 (Low); & 1.00-1.49 (Very Low)

The results revealed that the participants level of self-esteem before the program ranges from 1.37 to 2.52 with verbal description of very Low to Average while after the extension program the level of self-esteem of the participants increased ranges from 2.93 to 4.20 with verbal descriptions of Average to High.

This result implies that the extension program help the participants to improve their self-esteem.

Table 3 shows the analysis on the difference before and after the implementation of extension program on the English Communication Skills of the participants.

**Table 3:** Test of Significant Difference Between Level of English Communication Skills Before and After the Implementation of the Extension Program from 2014-2018

Year	Before	After	Mean Difference	T-test
	Mean	Mean		
2014	60.83	85.20	24.37	df=40 12.893**
2015	79.30	87.40	8.1	df=39 9.597**

2016	72.20	89.70	17.5	df=34 10.324**
2017	81.50	92.30	10.8	df=36 8.633**
2018	70.33	90.14	19.81	df=26 11.452**

\*\*p-value  $\leq 0.01$ ; \*p-value  $\leq 0.05$

It was revealed that there is highly significant difference between the level of English Communication skills of the participants before and after the extension program from 2014-2018.

This implies that this program really helps the participants to perform well in term of their English Communication Skills.

Table 4 shows the analysis on the difference before and after the implementation of extension program on the level of self-esteem of the participants.

**Table 4:** Test of Significant Difference Between Level of Self-esteem Before and After the Implementation of the Extension Program from 2014-2018

Year	Before	After	Mean Difference	T-test
	Mean	Mean		
2014	1.37	2.93	1.56	df= 40 12.893**
2015	2.10	3.36	1.26	df=39 9.597**
2016	1.83	3.68	1.85	df= 33 11.324**
2017	2.52	4.20	1.68	df= 36 14.233**
2018	1.57	3.65	2.08	df=26 16.452**

\*\*p-value  $\leq 0.01$ ; \*p-value  $\leq 0.05$

The results based on table 4 that there is highly significant difference between the level of self-esteem of the participants before and after the program from 2014-2018.

This reveals that the extension program have great impact to the English communication skills and self-esteem of the participants.

In terms of the job opportunity most of them said that they were hired in some prestigious companies. They were really thankful to the CTE-ETS Extension Program for the knowledge that they learned from this were very useful and they passed the job interviews and they were hired.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

The researchers concluded that the level of English Communication skills and self-esteem were significantly different before and after the program implementation. Based on the results of this study, the researcher recommended to continue this kind of program and can be also conducted to other OSY of Laguna and also include livelihood program for them and their family.

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## CONFLICT OF INTEREST

The author have declared that no competing interests exist.

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