



Effectiveness of Asset-Based Teaching Approach in Enhancing the Reading Proficiency of Senior High Learners

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Abstract— This research aimed to investigate the effectiveness of Asset-based teaching approach in increasing the reading comprehension of graduating senior high students from TVL and HUMSS strands during the School's District Reading Remediation Reading (SDRRP) at Bulacao National High School, to find out whether, after the intervention program given to them, they were able to apply any of these Asset-based strategies to their reading processes. The data were collected from questionnaires and reading tasks. The statistical techniques used were the mean value and standard deviation. The analysis of quantitative data were lifted from the results of Pre-test and Post-test assessments of the participants and the Teacher-Made Feedback tool adapting the 3-Likert Scale. The findings were that Asset-based teaching approach had a positive effect on the students' reading proficiency. The students had favorable responses toward the Asset-based reading strategies utilized in skimming, scanning, making predictions and questioning and they could apply these strategies to their reading processes and they helped them to comprehend the text better.



Keywords— Asset-based teaching, Reading Proficiency, Phil-IRI

I. INTRODUCTION

Based on research, the literacy skills of the 21st century learners were deeply linked to proficient demands of reading and comprehension abilities, which led to their ability to read information critically, analytically, and creatively. The findings employed the concept of selecting the most effective teaching strategy that could result to an increased academic achievement rate (Banditvilai, 2020).

In view thereof, the selection of a teaching method known as the Asset-based approach had been adapted during the School Reading Remediation program to cater the learning needs and to provide varied reading experiences to graduating students with comprehension gaps in Technical-Vocational and Academic Tracks.

Further, this Asset-based approach to teaching is also known as the “strength-based teaching,” a type of teaching approach that is in contrast with deficit style of teaching. This Asset-based of teaching intends to unlock the

students' potentials by focusing on their talents or strengths, respecting learners' diversity and building connections (Association of College & Research Libraries, 2018).

To strengthen the effectiveness of an Asset-based approach in increasing the reading proficiency of several dependent and frustration readers in Senior High school, the researcher scrutinized the participants' demographic factors such as the indicators of students' reading proficiency in terms of its comprehension and vocabulary, with the hoped that the findings of the study could generate further research studies and practices in the fields of education and policy development since there had been fewer empirical studies about Asset-based Approach in leveraging educational system in marginalized communities (United Nations).

Indeed, this study became significant to explore variables in the current time to provide data to educators by focusing their attention on improving the reading proficiency of Senior High School education in the

Philippines. Likewise, educators can get guidelines from the results of the study to focus groups that need more attention in the educational process to avoid low academic achievement.

II. LITERATURE REVIEW

Asset-based Approach. This is a kind of teaching approach that highlights the knowledge, capabilities, and resources in which learners possessed or can access, which may stem from formal or informal experiences and networks among family, friends, communities, jobs, and more. Asset-based frameworks focus on the ways that learners succeed and thrive within their unique environments instead of how they “fail” or “struggle” within constrained contexts that overlook their strengths (Greenberg, 1989).

The proponents of this approach such as Rodriguez (1998) and Gutiérrez (2008) have encouraged educators to reframe learning and achievement “gaps” as “opportunity gaps” and to re-characterize learners based on strengths rather than weaknesses since asset-based models adopt an expansive and encompassing view of learners and how they can experience success.

Asset-based Strategic Intervention. In the course of the remediation, a three-step Asset-based Instructional Model (AIM) was conceptualized in accordance with Lalor’s theoretical perspective that was grounded on a simplified three key stages by applying the growth mindset instruction.

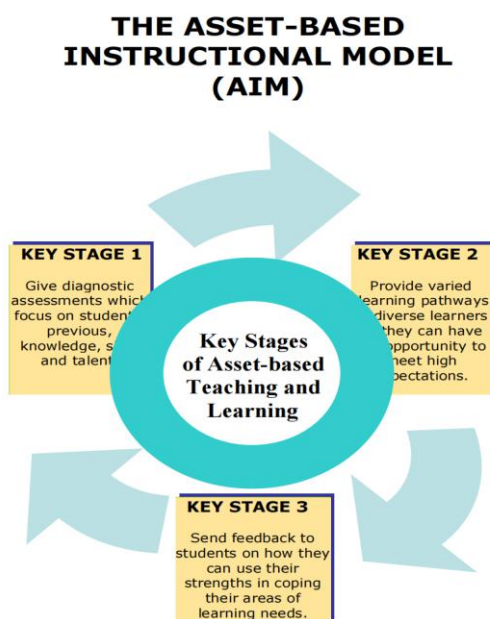


Figure 1. Three-Step Asset-based Instructional Framework

III. METHODOLOGY

This section includes the purpose of the study, the participants, the material, the instruments, and an elaborate discussion of how the method and procedures of the study was conducted by the researcher in a quantitative nature.

A. Research Questions

The study aimed to evaluate the effectiveness of Asset-based teaching approach in enhancing the reading proficiency of Technical-Vocational Livelihood and Humanities and Social Sciences graduating students in Bulacao National High School.

Specifically, the study sought to answer the following questions:

1. What is the comprehension level of the Senior High students before and after the intervention program was implemented?
2. Is there a significant difference between the comprehension level of the Senior High students before and after the intervention was implemented?
3. Does Asset-based approach have a significant relationship in enhancing the student’s reading proficiency?

B. Environment

The study was conducted in Bulacao National High School since the researcher is presently connected to the school. The school is situated in Abores Street, Bulacao, Talisay City, Cebu, a sub-urban type of community where majority of the residents are well-exposed in establishments that require a massive use of technology and majority of the students’ socio-economic standing is below the average household.

Bulacao National High School is known in the locality as a thriving school among the schools in Talisay City Division where its main goal is to provide quality basic education in a nurturing and child-friendly environment. Its vision is to fully equipped every learner with excellence and core values of honesty, respect, love of country, and God-fearing individuals.

The school recorded 643 in numbers as its overall population, comprising 498 junior high school and 145 senior high school students. Due to its limited number, the school is categorized as a small secondary public school.

Previously, the school was notoriously remarked as the only Senior High school in Talisay City Division with the least number of students, approximately a start-up number of 15 graduates since the opening of K to 12 curriculum and the only school that received a recognition for its straight 100 percent NC II produced graduates even up to the pre-COVID time. Remarkably, this current year transits to an increased rate of more than fifty

percent of the previous year's total population tallied in the Learners' Information System (LIS) database.

C. Participants

The participants involved in this study were twenty (28) males and fifteen (12) females from the graduating class in Technical-Vocational Livelihood track and Humanities and Social Sciences track, with a total of thirty-five (40) population. The participants' level of reading comprehension is being classified under the Frustration level based on the Phil-IRI descriptors, who scored 20 points and below in a 30-item assessment conducted in a thirty-minute time limit.

In terms of its age, all of these participants were approximately 17 to 22 years old, belonging to similar socio-economic background. These participants granted informed consent to undertake the study.

D. Instrument

To quantify the effectiveness of the Asset-based Teaching Approach in enhancing the reading proficiency of Grade 12 students in Bulacao National High School, the researcher applies the main data-gathering instruments, namely: (1) the contextualized Phil-IRI pre-test and post-test questionnaires that underwent pilot testing and content validation conducted by the DepEd Supervisors in Talisay City division during the re-orientation of the competency-based reading tools prior to the conduct of the study.

The Philippine Informal Reading Inventory (Phil-IRI) is a project initiated by the Department of Education's Bureau of Learning Delivery that incorporates DepEd's mission to make every Filipino child a reader under the flagship of the bureau's program, "Every Child A Reader Program (E-CARP) which seeks every child a reader and a writer at his or her grade level.

Phil-IRI is a standardized reading tool that is built in a complete reading package with guidelines on its proper administration. All graded passages in the reading kit is composed of four sets (A, B, C, and D) of texts with readability levels ranging from Grades 2 until Grades 10.

Since Phil-IRI does not cover reading materials intended for senior high school, the Curriculum and Development team, in collaboration with the Language Supervisors and Reading Coordinators of Talisay City Division conducted a contextualized reading passages exclusive for Senior High students. This contextualized 30-item test questionnaire is based on a set of leveled passages for Grade 12 in English medium which examines the reading proficiency of the students according to the learning competencies essential for the K12 students.

E. Data Gathering Procedures

Initially, the researchers asked permission and support from various authorities in varying agencies that remarkably contributed in the implementation of the study. A letter was sent out to the school head of Bulacao National

High School seeking an approval to conduct a digital survey intended for the participants and to use the available DepEd tablets for the intervention program.

Next, a letter of invitation was given to DepEd-Talisay LRMS Supervisor for the collaboration in the enhancement of the locally-developed learning packets that can pass the quality assurance team for reproduction and utilization. After being approved, the researchers called for student orientation on the purpose of the survey before sending out the web-based questionnaire to them.

Then, results of the survey were sorted out, tabulated, analyzed, and interpreted. The findings were recorded and brought out to be the basis in the crafting for future actions and recommendations for the strategy to be implemented during the intervention program.

Lastly, the program matrix and the action plan for the intervention program were furnished at the Principal's Office. After such, the permission was secured, the researcher personally administered the questionnaires to the target participants of the study with the help of the reading teachers that is also included in the executions of the intervention that will be conducted later. The questionnaire on a preferred and approved schedule will be 100 % retrieved and secured. Following data collection, data analysis and statistical treatment was performed.

F. Data Analysis Plans

Strategic Intervention Scheme. The intervention for reading comprehension skill of Grade 12 students in the English was implemented for fifteen (16) weeks from late October 2023 to early February excluding the vacation and holidays. The intervention used the Asset-based strategies in enhancing reading proficiency.

In the course of the remediation, a three-step Asset-based Instructional Model (AIM) was conceptualized in accordance with Lalor's Theoretical Perspective that was grounded on an Asset-based or growth mindset instruction to provide an intervention to students who received failing scores during the Group Screening Test of Philippine Informal Reading Inventory. This model sought to enhance the students' abilities by looking at what they can do great rather than on what they cannot do well.

Meanwhile, this teaching strategy was selected by the researcher because it tailored fit on a competency-based curriculum and it became relevance nowadays. Strategically, the remediation program that was designed through the Asset-based Instructional Model had been simplified and modeled on three key stages: Key Stage 1 (Give Diagnostic Assessment); (2) Key Stage 2 (Provide Reading Pathways); and Key Stage 3 (Sending Feedback).

This was done by trained reading teachers in alignment with the Philippine Informal Reading Inventory tool, but the level of judgement was minimized to maximize the reliability of the measure undertaken. Hence, the following stages were observed:

Stage 1: Initial Screening Using the Phil-IRI Group Screening Test

Stage 2: Administration of the Phil-IRI Graded Passages (Pre-test)

Stage 3: Intervention for Frustration readers

Stage 4: Administration of the Phil-IRI (Graded Passages and Post Test)

G. Ethical Considerations

This study guaranteed that ethical standards and considerations were properly observed throughout the data collection. The considerations included the informed consent, data privacy and confidentiality of the participants. The researchers ensured the authenticity and validity of the participants’ consent by informing them that their participation of the study served as voluntary basis and its sole purpose was for academic use only. Also, the participants were assured that any declaration of personal information in encompassing the data-gathering procedure, all was held confidential and shall not be disclosed for public use by any means and it was made clear that the participants’ contribution and interest in this study had been protected by Republic Act 10173 also known as Data Privacy Act of 2012, which states that any pertinent information of the involved participants shall not be accessed, transported, cited, or copied without their approved consent.

Methodically, a letter of request was given to the Public-School District Supervisor and Principal of Bulacao National High School permitting the researcher to conduct the study. Next, parental consent from respondents involved in the study through letters was sent out and participants names were held anonymously to preserve its confidentiality, including the following measures: (1)

Assigning codes for participants that will be used on all research notes and documents; (2) Keeping the questionnaires and any other personal identifiers in locked and out of reach for public access; (3) After signing the consent form, participants are still free to withdraw anytime without any warrant for valid justifications. During the withdrawal process from the study, the participant’s data will be shred off due to the research commitment for a highly confidential treatment to all data drawn in this study.

IV. RESULTS AND DISCUSSION

The study aimed to evaluate the effectiveness of Asset-based teaching approach in enhancing the reading proficiency of Technical-Vocational Livelihood and Humanities and Social Sciences graduating students in Bulacao National High School adapting the context of PHIL-IRI administration during the three-months reading intervention.

Specifically, the study focused on determining the the comprehension level of the students before and after the intervention program was implemented, the significant difference on the comprehension level of the students before and after the pretest and posttest, and the establishment of the relationship of the teaching strategy and reading proficiency of the students.

In this study, the comprehension level of the participants were the test result of their pre-test and post-test in which the participants have taken using the contextualized Philippine Informal Reading Inventory (Phil-IRI) assessment for reading skills for the students in Senior High School level. The the following descriptions of comprehension level: Independent with the grade of 80-100%, Instructional from 59-79% and 58% and below for the Frustration level.

Comparison of the Comprehension Level of the Respondents Before and After the Program Intervention

Table 1. Comprehension Level of Students’ Performance Before and After the Intervention Program

Scores	Descriptive Equivalent	Before the Intervention Program (Pre-test)			After the Intervention Program (Post-test)		
		No of Students			No of Students		
		Male	Female	Total	Male	Female	Total
22-30	Independent	-	-	-	21	4	25
15-21	Instructional	-	-	-	6	4	10

Table 1. Comprehension Level of Students' Performance Before and After the Intervention Program

Scores	Descriptive Equivalent	Before the Intervention Program (Pre-test)			After the Intervention Program (Post-test)		
		No of Students			No of Students		
		Male	Female	Total	Male	Female	Total
0-14	Frustration	28	12	40	0	5	5
Total		28	12	40	27	13	40

Table 1 illustrated the Students' Reading Comprehension Level Before and After the Intervention Program. Before the intervention was given, all the participants were in the "Frustration Level". After the given intervention nine (21) of the participants which fifty-three percent (53%) of the population were promoted to "Instructional Reading level" which participants benefited most from Asset-based-directed training in reading. Also, the table shows that male participants with sixty-eight percent (68%) got the most increased value of reading performance from the total population improved. Considerably, neither male nor female before the

intervention program got a descriptive equivalent of Independent. However, after the intervention was implemented, both males and females reached the Independent level already. Also, no male or female got a descriptive equivalent of Instructional before the intervention program, but 6 males and 4 females got a descriptive equivalent of Instructional after the intervention program. Lastly, 28 male and 12 female participants got a descriptive evaluation of Frustration before the intervention program and 0 male and 5 female participants got a descriptive equivalent of Frustration after the intervention program.

Table 2. Significant Difference Before and After the Intervention

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	5.35000	5.82457	.92095	3.48721	7.21279	5.809	39	.000

Table 2 showed the paired samples t-test results show a statistically significant difference (p-value = 0.000) between the post-test and pre-test scores. The average score increased by 5.35 points from pretest to post-test. We can also be 95% confident that the true population mean difference falls between 3.49 and 7.21 points.

This is the t-statistic, a value used to assess the significance of the difference between the means. A higher absolute value of t suggests a stronger difference between the means. Here, t is 5.809. In simpler terms, there is strong evidence that the scores on the post-test were, on average, significantly higher than the scores on the pretest. A p-value less than 0.05 (common threshold) suggests that the null hypothesis can be rejected (that there's no difference) and conclude a statistically significant difference. Here, the p-

value is very low (0.000), indicating strong evidence against the null hypothesis.

This result affirms that the intervention conduction has place a significant difference between the pretest and post-test of the test result of the participants. After the intervention (post-test), the majority of students' reading abilities improved significantly. At the pre-test, all of the students had a reading comprehension level of "Frustration," but by the post-test, this percentage had dropped to 27%.

Comprehension is a very complicated process that involves several cognitive activities such as summarizing, predicting, evaluating, and synthesizing the information that has been read (Woolley,2011). Similar to Woolley, Hermosa (2006) mentioned that comprehension implies

thought and just as there are various degrees in the hierarchy of thought, there are many levels of comprehension. Thus, in regards to the levels of comprehension, the Department of Education (DepEd) necessitate all Filipino learners to be accessed on their reading proficiency as it would also determined their readiness for the next grade level.

V. CONCLUSION AND RECOMMENDATION

The scope of the conclusions enumerated in this study is limited to the context and data collected by the researcher in Bulacao National High School. Thus, the inclusion parameter does not cover situations in other schools and might yield different assumptions. However, the conclusions provided in here are still applicable to the intervention conducted in this study.

The findings of this study attested that Asset-based teaching approach is effective in increasing the reading comprehension of the graduating senior high students that underwent the remediation program. The result of this study affirmed that the conduct of the Asset-based intervention program had placed a significant difference between the pretest and post-test of the test result of the participants. After the intervention (post-test), it was found out that majority of the students' reading abilities improved significantly.

Based on the findings of this research, the following recommendations were strongly raised: first, the Asset-based teaching must be implemented across all grade levels in both Junior and Senior High to ease the reading gap of these low academic performers and to avoid the increasing rate of school drop-outs annually; second, the school should develop learning plans, assessment tools, and learning resources conceptualizing the Asset-based pedagogy; and lastly, the DepEd Talisay should give free seminars focusing on current pedagogical approaches, crafting of competency-based assessment tools, and curriculum designing to all teachers for their professional growth development.

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