

Impact of Extension Program on the Residents of Selected Barangays of the Capiz State University- Main Campus College of Education

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Abstract — One of the core functions of the academic institutions is to effect change by empowering the people in the community by way of extension programs and services. This paper evaluated the impact of the community extension programs on the residents of Barangay Talon, adlawan and Punta Tabuc, Roxas City, and helped diagnose on what are the programs that need further improvements. A descriptive-evaluative method was used out of the 90 respondents who believed that the extension program has enhanced their skills as recipients of Capiz State University Roxas City Main Campus College of Education Extension Program. The respondents believed that College of Education Extension Programs have contributed a lot to the partner community on enhancing the skills and augmented the income of the residents. The respondents also perceived the necessity of improving the community extension programs of College of Education. The trainings must be planned, organized and systematically be implemented in order to have great impact to the clientele and to the community. Also needs assessment survey must be done first in order to suit the interests of the clientele.

Keywords — *Extension program, Impact assessment, Communities, Adopted barangays*

I. Introduction

Higher Education Institution (HEI) has been mandated by the Commission on Higher Education (CHED) to extend their educational and civic services to the communities. An example of such policies is the Republic Act 9163, otherwise known as the “National Service Training Program (NSTP) Act of 2001”, which highlights the commitment of HEIs to provide, promote and sustain community service. Recently, the Commission has initiated efforts to re-direct extension programs under CHED Memorandum Order 52, series of 2016. The policy provides some guidelines on HEI community extension programs for the “provision of space to discover practical, evidence- and science-based answers that can address real-world social, economic, and environmental challenges of partner citizens and communities.” As producers of knowledge or hubs of innovations, the new extension policy posits that HEIs are in a strategic position to work in partnership with communities, business, and industry in facilitating the transfer of knowledge or technology on specific developmental areas.

Extension activities instituted by HEI's is considered as "service learning" according to Tumapon, (2016). This has been the common trend not only in HEI's but equal to all academic institutions regardless of its category, private or public. This is the response of the academic institutions to the pressing concern of poverty, equality, social and civic problems and the improvement of the quality of life in the community. This was supported by Dotong and Laguador, (2015) they emphasized the role of Higher Education Institution's in building a strong community with empowered residents.

Educational institutions, as the pillar of social development, have the social responsibility to be involved in empowering communities and in transforming lives through knowledge and technology transfer by way of trainings, workshops, seminars, and technical advisories. According to Gonzales (2009), an integrated extension approach is needed to address multi-faceted community issues effectively. Dilao (nd a) in her study on the impact of community extension program on the residents of Barangay Catadman-Manabay averred that issues in the community will not be solely addressed by the local government officials nor by the residents, but these need a knowledge-based sector and the academe for it to come up with a scientific diagnosis with regard to the occurrences of problems in the community.

This research study was undertaken to help improve the planning of a specific program and assess the extension programs and services of CAPSU covering formidable tasks of being responsive and sustainable extension services through its pilot and model special projects, capability building or training; Information, Education and Communication (IEC) Materials Development, Research on Extension, Case Studies, and process documentation and related Activities.

Objectives of the study:

1. What is the perceived effect of the services extended by Capiz State University College of Education Graduate Program to the following:
 - a. communities
 - b. individuals
2. What is the perceived influence of extension programs to the respondents?
3. What are the perceived reasons of respondents' participation and non-participation in the extension program?
4. What is the felt need to improve the extension program?

II. Methodology

Research Design

The research design was a descriptive-evaluative method, with the aim to assess the overall effects of the extension programs and activities implemented by the extension implementers of by Capiz State University College of Education. This evaluation type of research intends to gain an understanding of the successes and challenges that the Extension implementers face so as to guide future activities in a positive way. According to Meadows, et al. (2004), extension agents need to believe that evaluations designed for learning means the willingness to collect information about the effects of action, including the crucial but not always welcome information that the action is not working.

Research Locale

This study was conducted in the adopted barangays of barangays Talon, adlawan and Punta Tabuc, Roxas City. These three (3) barangays/communities were specifically selected as these are the communities where extension programs were implemented for a couple of years now.

Respondents of the Study

The respondents of the study were the beneficiaries of the extension programs and activities of the Capiz State University (CAPSU) Roxas City Main Campus College of Education. Purposive sampling technique was used to select the respondents of the study. Purposive sampling was utilized because only those concerned recipients or beneficiaries in the adopted barangays of barangays Talon, Adlawan and Punta Tabuc, Roxas City, Philippines were preferred to assess the impact of extension services, delivered and/or implemented by the extension implementers of the university. For all these adopted barangays/ communities, they were given the same number of questionnaires. Only the retrieved questionnaires were used in this study. Thus, a total of 90 recipients or beneficiaries served as respondents in the study.

Research Instrument

The main tool that was used by the researcher in this study is a survey questionnaire which was adopted from the study of Dilao (nd b). Slight revision and modifications were made in the instrument.

The questionnaire was made up of two parts. Part I gathered the demographic profile of the respondents. Part II elicited the impact of the extension services on the recipients, which is composed of six questions.

Statistical Treatment

Frequency and percentage distribution of the SPSS were used to describe the impact of extension programs and activities to the residents of barangays Talon, Adlawan and Punta Tabuc, Roxas City.

III. Results and Discussion

The results of the study conducted are presented in the following tables and discussions.

Effect of community extension to the community

Table 1 manifests the effect community extension program of Capiz State University Roxas City Main Campus College of Education in barangays Talon, Adlawan and Punta Tabuc, Roxas City. Respondent reveals that it helped augment the income of their families ($M=4.83$). Hence, the study found that It helped a lot to the community of the respondent ($M=4.70$). This study found also that the respondents confirmed that their knowledge and skills were enhanced ($M=4.63$), while the respondent also averred that the CAPSU College of Education extension It motivated the residents to establish livelihood projects in the community among residents ($M=4.53$). Moreover, It prevented the youth and the mothers not to be indulged with vices (drugs, gambling) These results signify that the community extension programs of CAPSU College of Education have contributed in one way or the other to the communities it serve. These findings conform with other impact studies on extension programs of educational institutions conducted by Dilao (nd c), Herrera (2010), and Tacbas, et al. (2010).

Table 1: Effect of community extension to the community

| Indicator | Mean | Verbal Interpretation |
|---|------|-----------------------|
| It helped augment the income of the families | 4.83 | Excellent |
| It helped a lot to the community | 4.70 | Excellent |
| It enhanced the knowledge and skills of the residents | 4.63 | Excellent |
| It motivated the residents to establish livelihood projects in the community | 4.53 | Excellent |
| It prevented the youth and the mothers not to be indulged with vices (drugs, gambling) | 3.83 | Very Satisfactory |
| It helped the residents become aware of their rights, responsibilities and duties as citizens or members of the community | 3.73 | Very Satisfactory |

Effect of community extension to the individual participant/ recipient/ beneficiary

Table 2 displayed effect of community extension to the individual participant/ recipient/ beneficiary. It shows that the respondents were able to gain confidence $M=4.83$) because of the

skills they have gained $M=4.70$). Respondent affirmed that they were able to augment their income $M=4.61$). Meanwhile, respondent were in agreement that CAPSU College of Education extension programs enabled me to find job ($M=4.53$), become more conscious of my environment 3.82), learned to mingle with other people, able to go out from our home ($M=3.73$). These results signify that the clientele are empowered and built their confidence due to the knowledge and skills they have gained.

The results were confirmed by the statement of Respondent 1 that “dako gid nga bulig sa amon may sakyan kami pa lawod piyan-piyan sa pagpangabuhi” (It is a big help to us for we have something to use in going to the sea. It can lessen poverty.) Respondent 3 also said “gapasalamat kami kay ginhatagan kami sang baroto adlaw-adlaw may kitaon kami sa lawod, kakuha kami isda” (We are thankful that we have given the boat. We can go to the sea every day and earn a living by catching fish.). Respondent 4 also uttered “nakabulig gid sa akon pagpangabuhi kay nagkita, ginagamit ko pangwelding sa balay, kag ginaparentahan ko man kon kisa” (It really helped my life for I have earned, used it in welding at home, and sometimes had it rented by others).

Table 2. Effect of community extension to the individual participant/ recipient/ beneficiary

| Indicator | Mean | Verbal Interpretation |
|--|------|-----------------------|
| It helped boost my confidence | 4.83 | Excellent |
| I gained knowledge and skills | 4.70 | Excellent |
| It enabled me to increase my income | 4.61 | Excellent |
| It enabled me to find job | 4.53 | Excellent |
| I become more conscious of my environment | 3.82 | Very Satisfactory |
| Learned to mingle with other people, able to go out from our homes | 3.73 | Very Satisfactory |

How community extension touches the respondents

Table 3 reflects how CAPSU College of Education extension programs and services touched the beneficiaries/ clientele. It made them feel that there are others who care for them, inspired them to care for their community $M=4.83$). It made them also happy especially when they have gained skills ($M=4.67$), more proud of it ($M=4.60$). It was revealed also that respondent were touched by the trainers (extension implementers) for their patience and willingness to help them ($M=4.50$) and, were happy of the programs extended to them especially when they gained skills ($m=4.67$), It awaken their spirit of volunteerism ($M=3.80$). Hence, respondents declared that they now love to help their neighbors by sharing to them what they have learned from the trainers (extension implementers) ($M=3.70$). The results indicate that the respondent beneficiaries experienced gladness and wellbeing because of the skills they have acquired and they also become compassionate and helpful to their neighbors.

Table 3:- How community extension touches the respondents

| Indicator | Mean | Verbal Interpretation |
|--|------|-----------------------|
| It made me feel that, there are others who care for me, inspired me to care for our community too | 4.83 | Excellent |
| It made me happy especially when I have gained skills | 4.67 | Excellent |
| It made me more proud | 4.60 | Excellent |
| I was touched by the trainers (extension implementers) for their patience and willingness to help | 4.50 | Excellent |
| It awaken the spirit of volunteerism in me | 3.80 | Very Satisfactory |
| I now love to help my neighbors sharing to them what I have learned from the trainers (extension implementers) | 3.70 | Very Satisfactory |

Reasons why respondents participate in CAPSU College of Education extension programs.

Table 4 reveals the reasons why respondents participated in CAPSU College of Education extension programs. Based on the result, it made them feel that there are others who care for them and inspired them to care for their community (M=4.83). It made them also happy especially when they have gained skills (M=4.67) and became more proud of it (M=4.60). It was also revealed that respondents were touched by the trainers (extension implementers) for their patience and willingness to help them (M=4.50), and were happy of the programs extended to them especially when they gained skills (m=4.67). It awaken their spirit of volunteerism (M=3.80). Hence, respondents declared that they now love to help their neighbors by sharing to them what they have learned from the trainers (extension implementers) (M=3.70). The results indicate that the respondent beneficiaries experienced gladness and wellbeing because of the skills they have acquired and they also become compassionate and helpful to their neighbors..

Table 4:- Reasons why respondents participate in CAPSU College of Education extension programs.

| Indicator | Mean | |
|---|------|-------------------|
| I wanted to learn and to gain many skills | 4.83 | Excellent |
| I find it beneficial | 4.67 | Excellent |
| I was recommended then eventually I loved joining it | 4.60 | Excellent |
| I am interested to join the programs | 4.50 | Excellent |
| I was ashamed that the extension implementers will be the one to clean our surroundings | 3.80 | Very Satisfactory |
| I am required by the Barangay officials | 3.67 | Very Satisfactory |

Need to improve the extension program

Table 5 depicted the need to improve the extension program of CAPSU College of Education extension programs as agreed by 87 respondents. This result candidly signifies that the extension programs must be improved

Table 5:- Need to improve the extension program.

| Indicator | Frequency |
|-----------|-----------|
| Yes | 87.00 |
| No | 3.00 |

Reasons for Improvement

Table 6 showed the reasons for improving the extension programs of CAPSU College of Education extension programs. Respondents affirmed that there must be advanced or higher (M=4.63), where trainings must be continuous (M=4.60) and many could also avail the programs (M=3.83). They also emphasized that clean-up drive must be weekly to see greater impact (M=3.80), there should be screening of the participants (to ensure their interest) (M=3.73) and all programs must be facilitated by College of Education to avoid duplication of programs (M=3.70). These results imply that the trainings must be planned, organized and systematically be implemented in order to have great impact to the clientele and to the community.

The results were confirmed by the statement of respondents that they want to be trained on disaster risk management so they can be prepared anytime if calamity strikes. This was reiterated by Respondent 1 that “permi lang gaagi diri ang bagyo, Disaster Management para mag abot ang kalamidad preparado kami kag para may ediya kami kon papano ang pag manage” (Typhoons are always coming here. We want to know about disaster risk management so we will be prepared and have idea on how to manage it). Respondent 2 also said he wanted to know how to preserve aqua marine products/resources when he uttered “paano namon ma preserva amon panguha sa dagat” (How could we preserve marine resources). Respondent 3 also wanted to have “dugang pa nga skills training (More skills training).

Table 6: Reasons for Improvement

| Indicator | Mean | Verbal Interpretation |
|--|------|-----------------------|
| There must be advanced or higher trainings (food preservation, processed foods, baking , entrepreneurial management, DRRM and Climate change | 4.63 | Excellent |
| Trainings must be continuous for us not to forget the skills we learned | 4.60 | Excellent |
| Many can avail the programs | 3.83 | Very Satisfactory |
| Clean-up drive must be weekly to see greater impact | 3.80 | Very Satisfactory |
| There should be screening of the participants(to ensure their interest) | 3.73 | Very Satisfactory |
| All programs must be facilitated by College of Education to avoid duplication of programs | 3.70 | Very Satisfactory |

Ways to improve the Extension Program

Table 7 showed the ways to improve the extension program, as revealed by the respondents, they expressed to have more trainings on food preservation, processed foods, baking and bartending (M=4.89), more basic skills in EIM, Welding, Motor and Radio Repair, HVAC (M=4.80). While others suggested to have Computer literacy program for the mothers, students (M=4.76). Moreover, other responded requested to have Disaster Risk Reduction (M=4.69) and Management Program Continue to campaign on Solid Waste Management (M=3.98) LSU's programs will not be successfully implemented. It also implies that before CAPSU College of Education implements programs, needs assessment survey be done first in order to suit the interests of the clientele.

Table 7: Ways to improve the Extension Program

| Indicator | Mean | Verbal Interpretation |
|--|------|-----------------------|
| I'll encourage my neighbors to participate in all CAPSU Maim Colle of Education Extension Programs : | | |
| More trainings on food preservation, processed foods, baking and bartending | 4.89 | Excellent |
| More basic skills in EIM, Welding, Motor and Radio Repair, HVAC | 4.80 | Excellent |
| Computer literacy program for the mothers, students | 4.76 | Excellent |
| Disaster Risk Reduction and Management Program | 4.69 | Excellent |
| Continue to campaign on Solid Waste Management | 3.98 | Very Satisfactory |
| Clean-Up drive | 3.60 | Very Satisfactory |

IV. Conclusion

This study was conducted to present the beneficiaries' views towards community extension, their reasons for participating, their perceived effects of the program to them as clientele, and their suggestions to improve the program.

Findings

The obtained data generated the following findings:

1. The respondents believed that LSU's extension programs have contributed a lot to the partner community; they enhanced the skills and augmented the income of the residents. The skills that they have gained boosted their confidence and made them proud.
2. The respondents also perceived the necessity of improving the community extension programs of La Salle University especially the programs of SHM and College of Education. It was also revealed that the trainings must be planned,

organized and systematically be implemented in order to have great impact to the clientele and to the community. On the other hand, a needs assessment survey must be done first in order to suit the interests of the clientele.

Conclusions

1. LGU's programs have improved the lives of the residents in the partner community (Catadman-Manabay. Ozamiz City). It brought remarkable impact such as on elevating their income and developing their self-confidence.
2. The Community Extension Services of LSU still needs further improvement to sustainably empower the people in the community and to conform the needs of the residents.

On the basis of the findings made in this study, the following are offered as recommendations.

1. The different departments and colleges should discuss ways on how to improve their community extension.
2. Needs assessment survey and program evaluation of every college or department must be undertaken.
3. Every College or department must undergo planning, delivering, monitoring and evaluation in order to address community issues.
4. More programs that would further empower the partner communities should be provided.

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