

**Assessment of Capability Building Community Extension Program in  
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**Abstract**

The main concern of this paper is to evaluate the community extension program of Negros Oriental State University - Guihulngan City Campus conducted in Magsaysay, Guihulngan City, Negros Oriental, Philippines. It sought to determine the profile of the extension beneficiaries in terms of age, sex, and educational attainment, their perceived extension benefits, and evaluation rating of the completed extension program. It further tests the significant relationship between the beneficiaries' evaluation rating of the extension program and their sex, civil status, educational attainment, and their perceived extension benefits respectively. The descriptive-correlational method was used in this study with a total of 95 extension beneficiaries as respondents. Findings reveal that most of the respondents are middle-aged adults, female, and elementary grade level. Most of them claimed that they benefited from the extension program. The over-all evaluation rating of the extension program is excellent. However, there is a need for improvement on the following aspects: relevance and significance of the lesson, methods of evaluation employed by the trainer, quality of training materials, sufficiency of course duration, accessibility of training venue and timeliness of the service provided. Furthermore, the extension recipients' profile in terms of age, sex, and educational attainment, and their perceived extension benefits are not factors in their evaluation ratings of the extension program.

*Keyword: Assessment, Community Extension Program, Negros Oriental*

**Introduction**

A developing country like the Philippines needs support from all academic institutions to combat poverty, unemployment, illiteracy, and other social problems (Guiab,Sario,& Guiab, 2016).These social issues cannot be solely addressed by the local government officials nor by the residents, but necessitate the intervention of the academe to come up with a scientific examination of the social problems (Dilao, 2012). The academe being a storage, generator and disseminator of knowledge can make a significant impact on the community (North Western University, 2018).It can effect change by way of empowering the people in the community (Dilao, 2012).

It is for this reason that colleges and universities extend their services to help the government attain its goals and objectives; and develop extension programs with the purpose of serving those who need assistance where they can acquire enabling skills and knowledge for life (Guiab et al, 2016). Moreover, community extension services respond not only to the needs of the underprivileged communities but to the Vision-Mission of the colleges and universities as well as the expectations to make education accessible to the poor (Gonzales & Maghamil, 2009).

Extension plays a very significant role in the attainment of national development goals. If properly implemented, it provides the greatest good for the greatest number of people, produces an interactive, responsible and productive citizenry through a change in people's behavior, attitudes, knowledge and skills (Negros Oriental State University-Research, Extension, and International Linkages (NORSU- REXIL, 2018). It uplifts not only the standards of living of those under-privileged but it would also provide greater impact to the character, attitude, and values of the people who participate in this worthy undertaking ( Laguador & Chavex, 2013). Moreover, it also enhances their abilities which they can use to deal with real-life challenges. Thus, the community extension provides for the development of human potentials (NORSU-REXIL, 2018).

From the research work presented by Gonzales & Maghamil (2009), the extension services in the Philippines has been implemented during the Spanish era. They further added that a community-based approach came into the forefront of extension during the early 1970's. It further shows that community extension work was facilitated by the Department of Local Government and Community Development (DLGCD) which acted as the coordinated body. After a decade, non-governmental agencies participated as the better channel for direct assistance to the underprivileged.

The immense importance of the role that extension plays in national development is recognized by Republic Act 7722, otherwise known as The Commission on Higher Education which mandates institutions of higher learning like State Universities and Colleges (SUCs) to respond to the call for societal transformation and serve the poorest of the poor, the less privileged, the deprived and the oppressed (Elman, 1998). Further, the Constitution of the Philippines states that there is an urgent need to accelerate the development of the human resources of the country to cope up with the expanding requirements of the society. The 1987 Constitution, Section 2 of Articles XIV on Education, Science and Technology, Arts, Culture and Sports states that the State shall establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and society, and encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs (Guiab et al., 2016).

Pursuant to this mandate, government agencies, state universities and colleges and private educational institutions are tasked to serve communities especially the marginalized by providing them with knowledge and skills through technology transfer resulting from research endeavors.

Among SUCs, an extension is one of the important functions mandated by their Charter (NORSU- REXIL,2018).

For the state universities and colleges, they offer and implement a wide variety of extension programs and services. These are designed primarily to increase the security of livelihood, alleviate poverty, reduce illiteracy, improve health and nutrition, creates a system of governance that promotes supports and sustains human development and protecting and preserving the environment (Bidad & Campiseño, 2010).

Despite constraints in the actual implementation of extension services, Negros Oriental State University (NORSU) relentlessly pursues its goals. Extension services continue even if they are served by its faculty beyond their regular teaching schedule (NORSU- REXIL, 2018).

In Negros Oriental State University-Guihulngan City Campus in the Province of Negros Oriental, Philippines, a capability building extension program focused on local planning and governance, solid waste management, family planning, k to 12 orientation, responsible parenting, electrical and electronic maintenance, disaster preparedness, and income augmentation was conducted in one depressed community in Magsaysay, Guihulngan City. This extension program was formulated based on the needs of the community.

In view of this context, it is important to assess the extension beneficiaries' over-all evaluation rating of the completed extension program as a basis for future studies and extension program development. Moreover, this study also determines the significant relationship between the respondents' extension program evaluation ratings; and their profile in terms of age, sex, and educational attainment. Further, the significant relationship between the respondents' perceived extension benefits and their extension program evaluation ratings is also tested.

## **Methodology**

This is a descriptive-correlational study using the extension evaluation instrument developed by the Office of Research, Extension, and International Linkages of Negros Oriental State University. The respondents of this study were the less fortunate and underprivileged residents of Magsaysay, Guihulngan City, Negros Oriental who were beneficiaries of the extension program. Out of 120 beneficiaries, 95 participated in this study.

To test the significant relationship between the variables, three statistical tools were used in this study. Pearson Product Moment R was used to test the significant relationship between the age of the respondents and their evaluation rating of the extension program. Point Biserial was employed to determine the significant relationship between the respondents' evaluation rating of the extension program and their profile in terms of sex and educational attainment. Moreover, Chi-Square was utilized to test whether or not the respondents' perceived benefits of the extension program has a significant relationship to their extension evaluation rating.

## Results and Discussion

**Table 1. Distribution of respondents by age**

Age	Frequency	Percentage
20-35	27	28.42
36-65	59	62.11
≥ 66	9	9.47
Total	95	100.00
Mean = 45		

The data reflected in table 1 reveal that most of the extension beneficiaries are middle-aged adults with a mean age of 45 years. This suggests that despite the physical decline during this stage of life, the beneficiaries show their ongoing, voluntary, and self-motivated pursuit of knowledge. However, the study of Gomez (2017) is contrary to this study. It shows that most of the extension beneficiaries are early adults who belong to age bracket of 18 – 27 years.

**Table 2. Distribution of respondents by sex**

Sex	Frequency	Percentage
Male	5	5.26
Female	90	94.74
Total	95	100.00

As depicted in table 2, a large majority of the respondents are females. This suggests that females are more inclined to participate in community extension programs. This is supported by the extension program conducted by Eastern Samar State University (2017) on poverty reduction and empowerment of the poor and vulnerable where a majority of the extension beneficiaries are females.

**Table 3. Distribution of respondents by educational attainment**

Education	Frequency	Percentage
No Education	1	1.05
Elem Level	77	81.05
High School Graduate	17	17.89
Total	95	100.00

As reflected in table 3, most of the respondents lack basic education. This suggests the

need for educational opportunities like extension programs in order for the extension beneficiaries to learn new skills and knowledge and improve their way of living. Meanwhile, the study of Daguis et al. (2016) contradicts the result of this study. It discloses that most of the extension beneficiaries are high school graduates.

**Table 4. Distribution of respondents by benefits they availed**

<b>Respondents' Perceived Extension Benefits</b>	<b>Frequency</b>	<b>Percentage</b>
1. I gain additional knowledge	86	90.54
2. I became more aware of my personal/family needs	80	84.21
3. I learned how to contribute to the barangay/community	77	81.05
4. I am aware of the business/livelihood opportunities	63	66.32
5. I become more productive	74	77.89

*Multiple response items*

As presented in table 4, most of the respondents claim that they benefited from the extension program. The extension program provides them with additional knowledge, make them more aware of their personal and family needs, teach them how to contribute to the barangay/community, inform them of the business/livelihood opportunities, and motivate them to become more productive. This is an indication that extension programs can make a significant difference in depressed communities.

This study is supported by the findings of Dilao (2012) which shows that 100% of the respondents agreed that the community extension service of La Salle University has helped a lot to the community especially to the residents of barangay Catadman-Manabay. While 50% of the respondents also confirmed that their skills were enhanced, and it also helped them in promoting cleanliness, augmenting the income of the families and in making them stay away from vices.

Figuroa (2017) also confirmed the results of this study. It revealed that overall, extension beneficiaries perceived both health services-related and education-related programs as highly effective, while institutional development and capacity building-related activities and social services as effective. Further, family-beneficiaries are of a consensus that the community extension program and services should be continued in as much as they greatly benefited from them.

**Table 5. Distribution of respondents by evaluation ratings of the extension program**

<b>Criteria</b>	<b>WX</b>	<b>VD</b>
1. Awareness of course objectives	4.55	Excellent
2. Attainment of course objectives	4.29	Excellent
3. Trainer's ability to explain the lesson	4.34	Excellent

4. Relevance and significance of the lesson	4.08	Very Good
5. Strategies employed by the trainer	4.25	Excellent
6. Methods of evaluation employed by the trainer	4.17	Very Good
7. Provision for individual help	4.26	Excellent
8. Availability of training materials	4.28	Excellent
9. Adequacy of training materials	4.25	Excellent
10. Quality of training materials	4.13	Very Good
11. Sufficiency of course duration	3.98	Very Good
12. Accessibility of training venue	4.05	Very Good
13. Timeliness of the service provided	4.17	Very Good
<i>Overall</i>	<i>4.22</i>	<i>Excellent</i>

Legend: WX = Weighted Mean

VD = Verbal Description

As disclosed in table 5, it is very clear that the performance of the extension program is excellent. However, there are areas that need to be enhanced such as relevance and the lesson, methods of evaluation employed by the trainer, quality of training materials, the sufficiency of course duration, accessibility of training venue and timeliness of the service provided. The extension trainers should look into this matter to enhance the delivery of extension services to the communities. This is supported by the study of Guiab et. al. (2016). It shows that the clientele satisfaction of the extension programs is very satisfactory or high.

**Table 6. The relationship between profile/ perceived extension benefits and their evaluation ratings of the extension program**

Profile	Correlation	n/df	P value
Age	$r = -0.125$	95	0.229
Sex	$r_{pb} = 0.01$	95	0.940
Education	$r_{pb} = 0.02$	95	0.870
Perceived benefits of the extension program	$\chi^2 = 7.40$	4	0.120

As revealed in table 6, there is no significant relationship between the respondents' evaluation ratings of the extension program and their age, sex, educational attainment and their perceived extension benefits respectively. It suggests that the profile of the respondents and their perceived extension benefits are not factors in the overall evaluation rating of the extension program.

### Conclusion

Most of the extension beneficiaries are middle-aged adults, dominated by females, and lacked basic education. The extension program has been beneficial to the recipients. Further, the over-all evaluation rating of the extension program is excellent. However, there are some

areas that need a little enhancement. Further, it shows that the age, sex, educational attainment and the perceived extension benefits of the respondents are not factors in their evaluation rating of the extension program.

### Recommendations

Some areas of the extension program need a little enhancement. The extension trainers should clearly explain the relevance and significance of the lesson. The methods of evaluation employed by the trainer must have clear rubrics for assessment. Moreover, the quality of the training must be improved by using the latest trends and technology, and through an active participation of the extension participants. Further, enough time should be allocated to each training area. The trainers should start training sessions on time. As much as possible, the training area must be accessible to all participants.

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