

Sustainable Community Development Through Extension Programs and Services in One State College in the Philippines

JONATHAN L. DELA CRUZ

Ilocos Sur Polytechnic State College
Graduate School, Main Campus
Ilocos Sur, Philippines
drjonathandelacruz12@gmail.com

Abstract: *Extension programs and activities are conducted to transform and build communities. It empowers people and alleviates them from poverty and illiteracy. This study aimed to assess the implementation extension programs and services of the Institute of Technology of the Ilocos Sur Polytechnic State College along dressmaking, driving, welding, fish and meat processing, baking and pastry production, soap making and capability enhancement and leadership training as a basis for sustainable community development. The descriptive method was used. Responses of the respondents in the questionnaire were validated through an unstructured interview. Descriptive statistics was uses in the analysis of data. Seventeen implementers and one hundred twenty-two beneficiaries were utilized as respondents in the study. The results of the study showed that the extension programs and services of ISPSC-IT are well implemented and the implementers and beneficiaries are well involved. In addition, problems were encountered in the implementation of the programs specifically on the monitoring and evaluation, need analysis prior to the extension programs, and duration of the training program, however, at slightly serious extent. Therefore, the Ilocos Sur Polytechnic State College should carry on more extension programs and services and reach out more beneficiaries based on the individual and social needs of the communities for a sustainable development.*

Keywords—Community development, extension programs, extension services

INTRODUCTION

Quality and excellence in education are measured in terms of maturity of an educational institution towards its four-fold mandate, namely: instruction, research, extension and production. It is the primordial concern of every state university or college to implement said mandated functions in order to achieve sustainability in the community it serves and eventually the quality of life.

In today's complicated world, extension is seen as a vital catalyst for effecting progress in the communities. Extension activity is where reaching out, touching lives, community empowerment, and partnership exist, the demand for extension services has been expanding tremendously not just in the country but internationally. In its broadest meaning, an educational process in which communication plays a central role [1].

In the Philippines, the Commission on Higher Education mandates institutions of higher learning including State Colleges and Universities (SUCs) to address the call for the transformation of societies and communities. The goal is to help the poorest of the poor, as well as those who are less privileged, and oppressed [2].

Most of SUCs extension programs and services are accreditation-driven and demand driven. Accreditation driven extension activities are conducted in response to accreditation requirement of programs and institutions by the accrediting body regulations. The implementation of extension activities complements the institution's academic offerings. On one hand, demand-driven accreditation activities are implemented as a community-based and encompasses the basic functional

needs and requests of Local Government Units, non-government organizations, and other agencies aimed at establishing and promoting the general well-being of rural and urban communities [3].

Both types of programs provide opportunity for target clients to enhance their level of living and increase and enhance their quality of life.

In respond to this function, higher education institutions offer different extension programs and activities to the communities. It primarily aims to alleviate poverty, increase literacy, improve the health and nutrition of all sectors and ages, provide a system of governance that advance and sustains the development of human, preserve and protect the environment, and empower the underprivilege and poor communities and sectors. For greater participation of communities, extension programs are held to train and augment their voice and make government receptive to the desires and demands of the communities they served. Hence, good governance boosts their chances of becoming involved in decision making, institution building and social life. The Ilocos Sur Polytechnic State College continuedly extend its services by providing extension activities, community-based trainings and outreach activities. The College carries its responsibility and mission by providing quality teaching, innovation, productivity initiatives, environment and industry-feasible technology, resource mobilization, and transformation outreach programs and services. All are aimed at improving the lives of individuals and communities.

For optimum human development, ISPSC bridge networks and build communities by identifying the individual and social needs. Faculty members perform a wide range of research and extension programs in order to provide high-

quality training and technologies for inclusive growth, as well as to implement government plans and thrusts in the context of regional and national development to alleviate poverty.

Faculty in higher education institutions should become more research-oriented. It is well acknowledged that research consciousness is a critical aspect in achieving innovation. Any modifications to the organization of education, educational programs, projects and activities, and approaches and techniques must be researched beforehand, because only research can give factual justifications for their efficacy or ineffectiveness. Hence, all educational activities like extension programs and activities aimed at development are research-based [4].

Several activities have been conducted; however, no study has been implemented to assess the extension programs and services of the College tackling difficult issues including poverty, illiteracy, health, and nutrition, sustaining programs and activities through strong governance, and attaining sustainable development among the vulnerable.

In the study of Bidad et. al [3], students and teachers were active in the SUC extension program, which was well-executed. There were no significant disparities in the assessments of implementers and beneficiaries in the areas of education, livelihood creation, health and nutrition, good governance, and environmental awareness implementation. According to their findings, there was no discernible difference in the attitudes of implementers and beneficiaries about their participation in extension programs on education, livelihood generating, and good governance. Their involvement in the programs on health and nutrition and environmental management, however, differed significantly.

Contaio's [5] findings showed a very high level of executive leadership. This result is due to the ability of the University officials to steer and influence people to respond in their function of transforming lives of people. Personnel capability is perceived at a "High" level only because there were times when some coordinators and extensionists appear lukewarm in their job. Only because there is just enough budget for implementation, financial capability is also judged to be at a "High" level. Skills training appears to be the most relevant of the programs, as demonstrated by a "very high" rating. The importance of information drives and livelihood organizations, on the other hand, was only high because they did not appear to be as productive and functional. Only a few clients have been hired after learning new abilities.

According to Buemio [6], the administrative capability and executive leadership of having a noteworthy agenda along extension services, defined goals and objectives, excellent planning, implementation, monitoring, and evaluation of the program had a significant impact on the entire implementation of the program. Economic, sociocultural, and personnel considerations all have a role in the overall impact of extension projects.

In the process of effecting community development, significant difficulties, issues and concerns are encountered by the higher education institutions. Hence, extension

implementers involved shall be equipped with knowledge, technology, competencies and skills but the necessary attitudes and behavior of being patient, committed and with genuine desire to share whatever resources they have with their constituents [7].

The current study evolved from a variety of investigations, each with its own set of tints and tones, mostly focusing on the success of extension programs.

OBJECTIVES OF THE STUDY

This study aimed to assess the extension programs and services of the Institute of Technology as a basis for a sustainable community development. Specifically, it aimed to present the profile of the respondents; look into the extent of implementation of the extension programs and services; extent of involvement of the implementers and beneficiaries in the extension programs and services of the Institute of Technology; and to identify the problems encountered by the implementers and beneficiaries in the implementation of the extension programs and services of the Institute of Technology.

MATERIALS AND METHODS

Research Design

This study utilized the descriptive research design. Descriptive seeks "what is" of data and not "why it so" one can only describe what is prevailing and develop inferences but cannot explain "why" of the dynamics of the variables. It involves the description, recording, analysis, and interpretation of the present nature.

Participants

The participants of the study were the seventeen (17) implementers and one hundred twenty-two (122) beneficiaries involved in the extension programs and services of the Institute of Technology.

Instruments

To gather information and data, the researcher adopted a questionnaire from the study of Bidad et al (2010). Part I included the profile of the respondents in terms of age, sex, civil status, educational attainment, monthly income, number of household members and extension programs attended. Rank and length of experience are included in the demographic data of the implementers. Part II assessed the level of implementation of the extension services and involvement of the implementers and beneficiaries. Part III identified the problems encountered by the respondents in participating the community extension programs. Responses in the questionnaire were validated through an unstructured interview.

Data Analysis

After answering the questionnaire, the collected data were tallied, tabulated and analyzed. Frequency count and percentages were used to describe the profile of the implementers and beneficiaries. Weighted mean was used to determine the level of implementation of the extension programs and services and the level of involvement of the

implementers and beneficiaries. It was also used to identify the problems encountered by the implementers in conducting the extension programs and services and by the beneficiaries in participating the program.

RESULTS AND DISCUSSION

Table 1 presents the frequency and percentage distribution of the profile of the implementers in terms of age, sex, civil status, highest educational attainment, length of service, and academic rank.

Table 1. Distribution of Implementers

Profile	f	%
Age		
21-30	2	11.76
31-40	3	17.65
41-50	7	41.18
51-60	5	29.41
Total	17	100.00
Sex		
Male	8	47.06
Female	9	52.94
Total	17	100.00
Civil Status		
Single	4	23.53
Married	13	76.47
Total	17	100.00
Length of Service		
1-10	4	23.53
11-20	8	47.06
21-30	0	0.00
31-above	5	29.41
Academic Rank		
Instructor	10	58.82
Assistant Professor	5	29.41
Associate Professor	2	11.76
Total	17	100.00
Educational Attainment		
BS Degree	12	70.59
BS with MS Units	2	11.76
MA/MS Degree	1	5.88
MA/MS with EdD/ PhD	2	11.76
Total	17	100.00

Demographic data revealed that the implementers are predominantly aged 41-50 with 41.18%. Majority of the implementers are female with 52.94%. Among the implementers, 76.47% are married and 70.59% are Bachelor’s degree holder with units in MS/MA. A greater number (5 or 29.41%) of the implementers have rendered 11-15 years in the services. In addition, most (10 or 58.82%) are holding instructor position. It can be deduced from the results that all faculty regardless of their profile are involved in the implementation of extension programs and activities. These

results also imply that implementers are so much qualified as evidenced by their high educational qualification, length of service and academic rank. They are equipped with the necessary competencies to provide quality trainings and community-based extension activities to the beneficiaries.

Table 2 presents the distribution of the respondents according to their profile such as age, sex, civil status, highest educational attainment, number of household members and training programs attended.

The table shows that most of the beneficiaries are aged 31-40 (38 or 31.15%) and female (67 or 54.92%), and married (75 or 61.48%). In addition, the data disclosed that the beneficiaries are college level (46 or 37.70%). Data further shows that the greatest number of the respondents has an average monthly income of below Php10,000 (81 or 66.39%). Among the respondents, 51.64% has 4-5 family members. A greater number of the respondents have attended training on baking and pastry production with 15.57%.

Table 2. Distribution of Beneficiaries

Profile	f	%
Age		
Below 20	5	4.10
21-30	33	27.05
31-40	38	31.15
41-50	21	17.21
51-60	18	14.75
61-Above	7	5.74
Total	122	100.00
Sex		
Male	55	45.08
Female	67	54.92
Total	122	100.00
Monthly Income		
Below P10,000	81	66.39
P10,001- 20,000	13	10.66
P20,001- 30,000	24	19.67
Above P30,000	4	3.28
Total	122	100.00
Civil Status		
Single	37	30.33
Married	75	61.48
Widow/er	6	4.91
Separated	4	3.28
Total	122	100.00

Educational Attainment		
No Formal Schooling	1	0.82
Elementary Level	4	3.28
Elementary Graduate	1	0.82
High School Level	3	2.46
High School Graduate	26	21.31
College Level	46	37.70
College Graduate	39	31.97
Post Graduate	2	1.64
Total	122	100.00

No. Household Members		
Less Than 3	19	15.57
4-5	63	51.64
6-7	31	24.41
8-9	2	1.64
10-11	3	2.46
More than 11	2	1.64
No Response	2	1.64
Total	122	100.00

These results signifies that several extension programs and activities have been implemented to the communities. The beneficiaries have high capability to cope up with the trainings as evidenced by their high educational qualification and most of them are still young. The community-based trainings implemented are within the program offerings of the institution.

Table 3 presents the extension programs implemented and attended by the beneficiaries.

Table 3. Extension Programs Attended

Training Program	f	%
Dressmaking	14	11.48
Driving	16	13.11
Fish/Meat Processing	11	9.01
House Wiring	20	16.39
Welding	9	7.38
Soap Making	15	12.30
Capability Enhancement/ Leadership Training	15	12.30
Baking and Pastry Production	22	18.03
Total	122	100.00

It can be noted that the higher number of beneficiaries attended a training baking and pastry production with 22 or 18.03%. This is followed by those who attended a training on house wiring with 20 or 16.39%. The least is on welding with 9 or 7.38%. The results revealed that the extension programs and services implemented are aligned with the program offerings of the College. The programs implemented are very much useful for household with a little income. The trainings conducted could provide additional income for the beneficiaries. This will be an additional livelihood for the beneficiaries for they could establish a simple business in their respective homes.

Table 4 reveals the level of implementation of the different extension programs and services as assessed by the implementers and beneficiaries.

It can be gleaned from the table that the respondents rated dressmaking (4.42), baking and pastry production (4.40), and house wiring (4.34) as “very well implemented”. However, capability enhancement and leadership training (4.14), fish and meat processing (4.01), driving (3.97), welding (3.89), and soap making (3.47) were rated by the respondents as “well implemented”.

Table 4 shows the level of involvement of the implementers and beneficiaries in the extension programs and services of the Ilocos Sur Polytechnic State College- Institute of Technology.

Table 4. Level of Implementation of the Extension Programs and Services

Training Programs	x	DR
Dressmaking	4.42	VWI
Driving	3.97	WI
Fish/Meat Processing	4.01	WI
House Wiring	4.34	VWI
Welding	3.89	WI
Soap Making	3.47	I
Capability Enhancement/ Leadership Training	4.14	WI
Baking and Pastry Production	4.40	VWI
Overall	4.02	High

The overall result of the assessment made by the respondents on the level of implementation of the extension programs and services is generally interpreted as well implemented with an overall weighted mean of 4.02. These findings imply that the extension programs and services of ISPSC- IT are properly conducted and implemented with its all-important focus on context. The implementers foresee and anticipate problems arise in the implementation of programs and activities.

Table 5 shows the level of involvement of the implementers and beneficiaries in the extension programs and services of the Ilocos Sur Polytechnic State College- Institute of Technology.

The table reflects that respondent rated dressmaking (4.45), house wiring (4.43), and baking and pastry production as “very well involved”. In addition, the implementers and beneficiaries are well involved in driving (4.04), fish and meat processing (4.02), capability enhancement and leadership training (3.89), soap making (3.50), and welding (3.39).

Table 5. Level of Involvement of Beneficiaries

Training Program	Mean	DR
Dressmaking	4.45	VWI
Driving	4.04	WI
Fish/Meat Processing	4.02	WI
House Wiring	4.43	VWI
Welding	3.39	I
Soap Making	3.50	I
Capability Enhancement/ Leadership Training	3.89	WI

Leadership Training		
Baking and Pastry Production	4.40	VWI
Overall Mean	4.01	High

Generally, the result shows that the respondents are well-involved on the level of involvement on the extension programs and services as evidenced by the mean rating of 4.01 described as “High”. This finding implies that there is a need for motivation to the community to increase their involvement in the extension programs and services of the college. Greater involvement of the community will make a difference in the conditions of the community folks.

Table 6. Problems Encountered in the Implementation of the Extension Programs and Services of ISPSC- Institute of Technology

Problems Encountered	x	DR
1. There is no action plan to guide the project.	1.92	SSP
2. There is no sufficient materials and tools for better learning process.	2.07	SSP
3. The extension workers are incompetent and unprepared.	1.87	SSP
4. Trainers are not coming regularly for the extension activities.	1.66	NSP
5. Transportation is not available at all time.	1.74	NSP
6. Period of classes is too short for the training.	2.15	SSP
7. Extension workers are not given incentives.	2.19	SSP
8. Training time coincides with work at home, sea or farm.	2.41	SSP
9. Some participants are always absent from the class.	2.17	SSP
10. Participants use their own materials in the return demonstration.	1.89	SSP
11. Linkage partners are not doing their part as stipulated in the memorandum of agreement.	1.83	SSP
12. There is no proper monitoring and evaluation of the extension services extended.	2.30	SSP
13. There is no training need analysis conducted prior to the implementations of the extension program	2.48	SSP
OVERALL	2.05	SSP

Table 6 presents the problems encountered by the respondents in the implementation of the extension programs and services.

It can be gleaned that eleven out of the thirteen problems identified were rated “slightly serious problem”. These include the absence of a need analysis (2.48), the time the training was conducted (2.41), no proper monitoring and evaluation(2.30), limited incentives to extension workers (2.19), absences of the participants (2.17), period of classes is too short (2.15), insufficient training materials (2.07),

participants use their own materials in the return demonstration (1.89), competence and preparedness of the extension workers (1.87) and linkage partners are not doing their part as stipulated in the MOA (1.83). On the other hand, the attendance of the trainers (1.74) and the availability of transportation (1.74) were rated as “not a serious problem”.

In general, the respondents revealed the problems encountered in the implementation of the extension programs and services were low (2.05). This means that the extension workers and faculty members participating are earnest in carrying out their role as change agents. Despite the difficulties encountered throughout the delivery of extension programs and services, they show no signs of losing their zeal for sharing their knowledge with clients. As a result, the program is well-executed. This is a response to the requirement that SUCs participate actively in the four functions of instruction, research, extension, and production.

CONCLUSION AND RECOMMENDATION

In conclusion, the extension programs and services along dressmaking, house wiring, capability enhancement seminar and leadership training and baking and pastry production are perceived by the implementers and beneficiaries as very well-implemented. In general, it was perceived well-implemented. In addition, the implementers and beneficiaries perceived the extension programs and services on dressmaking, house wiring and baking and pastry production as very well- involved. Generally, the implementers and beneficiaries are well- involved in the extension programs and services. However, problems were encountered by the implementers and beneficiaries that hinder the implementation of the implementation of the extension programs and services like monitoring and evaluation, need analysis, length of the training program, incentives of implementers and irregular attendance of the trainees.

On the basis of the findings and conclusions, the researcher recommends that the Ilocos Sur Polytechnic State College shall implement more extension programs and services within the service area for a sustainable community development; and exert more effort to get more people involve in the extension programs and services. In addition, the following shall be undertaken to lessen the problems met in the implementation of the extension programs and services: lengthens the period of time for the extension programs and services; provide incentives to faculty/ staff involved in the extension programs and services in order to boost their morale; conduct proper monitoring and evaluation of the extended programs and services to identify the strengths and weaknesses; conduct need analysis prior to the conduct of the extension programs and services to identify the real need of the beneficiaries; and the training shall be conducted within the most available time of the beneficiaries. Further studies shall be conducted to assess the effectiveness of the extension programs and services of ISPSC.

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