

An Impact Study of Kostal Aralan Using Logic Model for Program Development and Assessment

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Abstract: *This study focuses on the satellite campuses of the university, that conduct programs and activities for the stakeholders. One of the extension projects made by the campus focuses on the Teacher Education program. The project's name Kostal is from the location of the project, the bay area, and Aralan, which means a place for studying; hence, it is called Kostal Aralan. This project is a joint memorandum of agreement between the University, the Local Government Officials in Bulakan, and the Department of Education- Bulakan District. The study used the logic model to establish the impact of this extension program and qualitative research design. The said project was supported by the local government in the province. Local officials supported the Kostal Aralan by providing snacks and transportation from the port of Taliptip to the island of Bunutan and Capol. Faculty members were divided into three groups to handle the learning sessions: the first group is students who are not yet studying or do not have any formal education. The second group is for students from primary and intermediate, and the last group is for secondary education students. In teaching these three (3) groups, a module from the school is followed. Teachers can easily access the module in the Taliptip Facebook group. Printed materials from the module will be distributed to the island dweller students and assessed by the faculty members. The Campus established a good relationship with the community. At the end of the study, it was found that the said study created a great impact on the lives of the students and parents living in the bay area.*

Keywords: *Extension Services, Satellite Campuses, Secondary Education, bay area*

Introduction

Extension services and activities are included in the fourfold of the university. Linkages with the community and serving its clientele are essential aspects of extension services. The extension program of every institution aims to serve and share expertise with the community.

BulSU Meneses Campus, as one of the satellite campuses in the university, conducts programs and activities for the stakeholders. One of the extension projects made by the campus focuses on the Teacher Education program. *The project's name Kostal is from the location of the project, the bay area, and Aralan, which means a place for studying; hence, it is called Kostal Aralan.* This project is a joint memorandum of agreement between the University, the Local Government Officials in Bulakan, and the Department of Education- Bulakan District.

This extension program, usually conducted by a group of faculty members from the Secondary Education program, is done half-day every Friday in coordination with Taliptip Elementary School and Perez Elementary School. The said project was supported by the Municipality of Bulacan and the Sangguniang Barangay. Local officials supported the Kostal Aralan by providing snacks and transportation from the port of Taliptip to the island of Bunutan and Capol.

Faculty members were divided into three groups to handle the learning sessions: the first group is students who are not yet studying or do not have any formal education. The second group is for students from primary and intermediate, and the last group is for secondary education students.

In teaching these three (3) groups, a module from the school is followed. Teachers can easily access the module in the Taliptip Facebook group. Printed materials from the module will be distributed to the island dweller students and assessed by the faculty members. The Campus established a good relationship with the community.

The Education students were also involved in implementing the program by giving school supplies and something for the students. The reflection of the extension program of the campus for the past six years is good enough to continue its service to the Bulakeños.

This study is used to determine how Kostal Aralan influenced the lives of the island dwellers after being under the extension program. The study respondents were the local government officials and the principals from Perez, Bagumbayan, and Taliptip Elementary School and students. It is expected to yield positive results at the end of this study.

Statement of the Problem

The general problem of the study is how the Kostal Aralan influences the lives of the island dweller students.

Specifically, the study sought to answer the following questions:

1. How the Kostal Aralan affects the lives of the students be described in terms of:
 - 1.1. Percentage of passing and;
 - 1.2. Level of educational development?
2. What impression may be drawn from the results of the study?

Related Literature and Studies

The following literature and studies are used to support the present study.

The study made by Sermona et al. (2020) explored the extension services nature in select state universities and colleges (SUCs) in the Philippines. It is considered the “third mission” of higher education institutions, an extension service that allows the institution and its faculty members to share their expertise with the community aside from the students enrolled in the programs. This study determined the nature of extension programs, projects, and activities conducted by selected state universities and colleges and the problems encountered in implementing extension services. Thirteen (13) SUCs participated in this study, with sixty-one (61) respondents, including the Directors of the Extension Unit, faculty extensionists, and extension office staff. It is revealed that the majority of the extension services SUCs implemented from 2016-2018 in 2-5 years are Integrated community extension programs. Technical skills training or capability enhancement training is also one of the stand-alone extension projects conducted. Several challenges were encountered in the four (4) stages (preparation, implementation, monitoring, and evaluation) of conducting extension services were identified, and suggestions to address such are discussed. It is hoped that with the results of this study, SUCs realize strategies to address relevant problems and issues and thereby improve their extension services to the maximum.

While the study of Murari et al. (201) stressed the modernizing extension series to design comparative learning analysis from international extension efforts, the paper identifies the underlying principles associated with high levels of success in the implementation of extension programs.

In addition to that, a study presented by Llenares and Diocades (2018) creates platforms for training students in tertiary education to be caring and responsible citizens. This program is the third academic extension mission that aims to tap into the knowledge and expertise in helping the community—this study is based on a community empowerment framework. A forty-four-month of community extension program in the Philippines was measured to know its long-term impact. The extension program was implemented between March 2009 and December 2015 to address the capacity-building needs of a low-income community. This paper highlights some key development activities, including training needs assessment through the grassroots level, participation in partnership with local government, and design of practical education-training programs.

Conceptual Model

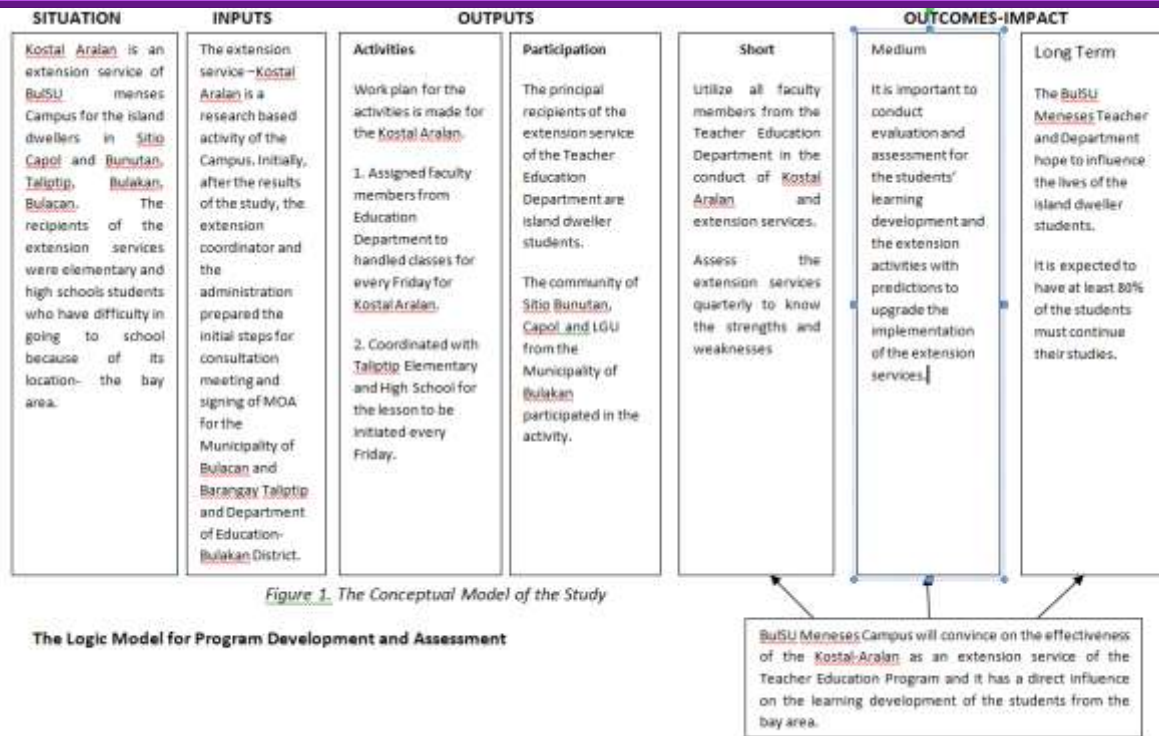


Figure 1. The Conceptual Model of the Study

The Conceptual Model of the study explains the transformation of the extension program of the Campus into reality. It is divided into four aspects, namely: situation, inputs, outputs, outcomes-impacts. The first frame presents the situation in the community, where the extension program was based. The second frame shows the inputs. These are the plan of activities to be implemented along with the extension program.

The third frame shows the actual plan of activities in the duration of the program and the persons involved in the Koastal Aralan.

Furthermore, lastly, the Impact-Outcomes of the study is divided into three phases: the short, medium, and long-term plans. Discussion on the short-term plan is explained by using the human resource of the Campus in the implementation of the Kostal Aralan, while the assessment of the strengths and weaknesses of the program. The Medium-term presents the assessment of students' learning development with predictions to upgrade the implementation of the extension services. Long term frame shows how the BuSU Meneses Teacher Department and extension services hope to influence the lives of the island dweller students.

Assumptions:

1. The island dwellers will have at least 80% progress in their academic progress/ educational development.
2. The extension services of the Campus influence the lives of the community.

Methodology of Research

The study of impact analysis of BuSU extension services used qualitative type of research. Qualitative research is defined as a research market method that focuses on obtaining data through informal and open-ended communication. This method is about "what" people think and "why" they think so. This research method is used to assess the depth of influence on the lives of the island dwellers' students.

Results of the Study

The extension services of the campus – Kostal aralan made a significant impact on the students' lives from the Sitio Bunutan and Capol. Taliptip Elementary School teachers claimed that Kostal Aralan is a big help in the teaching and learning process. Students who cannot regularly attend classes were supervised by the Teacher Education Department faculty three times a month. The students were motivated to continue their quest for knowledge even if they came from the island. Sitio Bunutan and Capol are forty minutes to travel from their island to Barangay Taliptip and Perez. It is also based on Perez Elementary School Teachers; the students coming

from Sitio Bunutan and Capol have fewer expenses every Friday. Faculty from the teacher Education Department is expected to continue and help the students with their lessons. The assessment test is also being conducted every Friday.

The principal from Taliptip Elementary School attested that this extension activity for more than five years is of great help for the pupil's learning development. They also said that there was an eighty-five percent passing rate for the students. Some of them graduated from their school and are now enrolled in Taliptip National High School. Fifteen percent of the recipient of the extension service failed to continue their studies because of financial constraints. Parents' incomes were also affected by the relocation of Sitio Bunutan and Capol to the nearby barangays within the Municipality of Bulakan.

The relocation of the Sitio Bunutan and Capol was affected by the construction of the New International Airport situated in Bulakan, Bulacan. Most of them are now enrolled in Bambang Elementary School, Bagumbayan Elementary School, and Taliptip National High School. Although the island dwellers were reallocated in the nearby barangay, the campus's extension activities followed the community's needs.

Kostal Aralan is now diverted to Oplan: Kaagapay sa mga Mag-aaral: A Collaborative Approach for Remote Education for Students (CARES). The Department of Education- Bulakan District and Taliptip National High School supported the objective of the extension of services of the Campus. The extension services of the Teacher Education Department are effective means to share the skills and expertise of the faculty and directly influence the learning development of the students from the bay area. The excellent support of the Local Government Unit is an excellent factor in the success of the extension program and activities.

Conclusions:

1. The island dwellers have an eighty-five percent (85 %) passing rate for pupils learning development
2. The Campus dramatically influences the lives of the island dwellers and the community in the Municipality of Bulakan.

Recommendations:

In the light of the impact study, the following recommendations were offered:

1. The Campus administration may also devise another strategy to implement the CARES for the recipient of the program.
2. A consistent monitor is also recommended for the success of the extension program of the Campus.
3. Another study is recommended as follow up for the Oplan : Kaagagay sa mga Ma-aaral.

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