

Impact Assessment Of Community Extension Services of Saint Joseph Institute of Technology at Village Lumbocan, Butuan City

FERNANDO T. HERRERA

fernan_herrera@yahoo.com

PROSPERO R. CACAYAN

Saint Joseph Institute of Technology
Butuan City, Philippines



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Abstract - This study aimed to examine the impact of the Community Extension Services (CES) of Saint Joseph Institute of Technology-Butuan City which have been rendered for three (3) years at Village Lumbocan. Its main objective is to assess the effectiveness of the programs demonstrated in terms of health services, safety and security, infrastructure and technical skills development, community livelihood and enrichment program, literacy training, environmental management and development, good governance, and coastal rehabilitation. Results are based on students and household survey and focus group discussion. The findings highlight the data gathered from among the recipients of the community extension programs at village Lumbocan as offered by the different colleges of Saint Joseph Institute of Technology-Butuan City. Results showed that the institution being represented by the seven (7) colleges and the Graduate School was

socially responsive to the needs and sincere in its role of uplifting the quality of life of the residents of village Lumbocan. Salient findings of this research endeavor confirmed the importance of students to realize their experiential learning that transforms them to become humane individuals who, together with coordinators and volunteers, are committed to be part of the humane extension program at village Lumbocan.

Keywords - Impact assessment, services, attitude and effectiveness

INTRODUCTION

The agenda of Philippine higher education is to accelerate its contribution as a collective resource in achieving the goals of social change and nation-building. Higher education institutions are therefore expected to cater to the imperatives of total human development and to uplift the quality of life of the Filipinos in the context of merging borderless global community and a borderless thinking in a global thinking society.

Today, academic institutions cannot just stand like an ivory tower unmindful of the realities of the outside world. Institutions of higher learning have been called towards societal transformation to serve the poorest of the poor, the less privileged, the deprived and the oppressed. Community service as an inherent function of institutions of higher learning should embrace the concept of empowerment and human resources development. The school should respond to the broader, much wider and multifarious needs, demands and requirements of communities, of people and of society for change and development (Elman, 1998).

Educational institution as the backbone of social development has the social responsibility to participate in building a community that is truly marked by reduction of, if not absence from, hunger, poverty and crime. As partners of social change, it incessantly extend programs that will be more humane and socially responsive to the needs of society and its people (Guico, 2007)- thus, saving the constituency

from the pains of economic degradation, ecological imbalance, and social ills (Bautista, 2000). All the collaborative efforts and resources and commitment devoted by educational institutions in partnerships with the community and concerned agencies definitely enhance social development and lead to societal peace everyone prays for; however, in the implementation of community extension program there are certain concerns that must be addressed to ensure the sustainability and relevance.

This study is anchored on the belief of Hughes (1950) that the schools belong to the people, and that local resources can be harnessed to attack community problems. Thus, the school may serve a four-fold role such as: (1) an educational center where learner and adults have opportunities for study and learning; (2) a neighborhood center for cultural and recreational activities; (3) a center for social services, and (4) a center of neighborhood and community life consisting citizens in the study of solutions of neighborhood problems. Moreover, the study is also based on Baillie's (1972) concept that for the school to become effective agent of change in the community, it has to provide relevant extension activities that may help facilitate the interaction of community members, identification of local resources, and promote the involvement of people in the solution of their own problems and the problems of the community. Hughes and Baillie's concept were reinforced by Andres and Francisco (1989) who advocated that a school serves as a vehicle that provides opportunities for community involvement and decision-making. It also serves as a valuable force for revitalizing the society, a forum for citizen expression and an encourager of community action.

A dynamic Institute's extension program involves the institution's various units and will draw its strength and support from the personnel's professional-cultural and research expertise and materials sourced from either internal or external funding grants. Saint Joseph Institute of Technology (SJIT) recognizes its social responsibility and commitment to community service. To enhance the social dimension of its educative process, SJIT makes available educational programming that extends its resources to local, regional and national development efforts. By working to create links between critical issues important to communities with institute's research-based information and

personnel expertise, the school's extension program aimed to enhance the quality of life of the persons it serves.

Like any other institutions of higher learning, Saint Joseph Institute of Technology has truly responded to the call for poverty alleviation. True to its commitment, the school has chosen and served one of the most depressed communities in Butuan City-Village Lumbocan. In an effort to assess the effectiveness of the school's CES program, this study was conceptualized and carried out.

OBJECTIVES OF THE STUDY

The main objective espoused by this study was to determine the extent of effectiveness and impact of the community extension services program of SJIT at village Lumbocan, Butuan City. More specifically, the study has the following objectives:

To obtain the socio-demographic characteristics of the respondent beneficiaries of village Lumbocan;

To draw out information on the extent of effectiveness of the Community Extension Program services of SJIT as claimed by the beneficiaries of village Lumbocan both at personal or village level;

To determine the degree of contributions or improvements in the lives of the recipients or in their village as influenced by the extension services of SJIT;

To determine which of the extension services of the school has more impact in their lives or in their village, and

To find out some issues and concerns confronted during and after the extension services of SJIT.

MATERIALS AND METHODS

The study made use of both the descriptive and qualitative research methods since it involved description, recording, analysis and interpretation of the existing state and condition of the respondents and of village Lumbocan, Butuan City. This study was conducted starting the month of May during the Academic Year 2009-2010. At the onset of the survey, the researchers sought permission from the Village Captain and other key officials and were informed of the objectives

and other relevant activities involved in the survey. Upon approval, after one (1) week, the researchers employed focus group discussions among key officials of village Lumbocan who were also part of the respondents. Their opinions, observations and comments in relation to the CES conducted by the school for the last three (3) years were solicited. Few days later, other respondents were given the survey questionnaires. The distribution of the survey questionnaires was also facilitated by the students from the College of Engineering and Architecture. Other than providing key respondents of the researcher-made questionnaires, in-depth interviews were also employed to generate data and further validate the information given by the village key officials during the focus group discussions. The interview was facilitated by the researchers themselves.

The questionnaire used to generate data underwent thorough evaluation, review for relevance and clarity, to ensure that the instrument used would measure what it designed to measure without any unnecessary confusion on the part of the one answering the items. A systematic approach of validating the instrument was employed so that words, idioms or phrases were modified to match with the kinds of people in the village most of whom were noted having not finished college level.

The respondents were identified using randomization from different puroks represented through the use of stratified proportional random sampling to ensure that each group was properly represented. From the identified puroks, purposive sampling technique was then used in the selection of the respondents. Purposive sampling because only those concerned beneficiaries, specifically household heads, including key officials of the adopted village were preferred to assess the extent of effectiveness of the extension services of the school.

For appropriate analysis and interpretation, the following statistical tools were employed : frequency count, percentage, and mean.

RESULTS AND DISCUSSION

Table 1 presents the profile of the respondents in terms of age, sex, educational attainment, occupation, monthly income, and number of siblings. These respondents were actually the residents of village

Lumbocan who were recipients of the community extension services offered by Saint Joseph Institute of Technology for three (3) years from year 2003 to 2006.

Based on the data gathered, of 103 respondents, only 11 or 10.67% fell in the age bracket of 15-19; 29 or 28.15% fell in the age bracket of 20-30; 14 or 13.59% fell in the age bracket of 31-40; 25 or 24.27% fell in the age bracket of 41-50; 13 or 12.62% fell in the age bracket of 51-60, and 11 or 10.67% fell in the age bracket of 61 and above. Overall data indicate that most of the respondents are in their 20's followed by those who are in their 40's majority of whom are females (59.23%) and have only finished high school (56.31%). Data further indicate that only 35 or 33.98% have finished college and no one has finished any advanced programs such as masteral or doctoral programs. These findings could be attributed to the fact that most of these respondents were jobless (38.83%) and very few have respectable jobs. In addition, it was found out that every household has an average of about two (2) children. Note also that most of them (22.33%) have an average monthly income of two thousand pesos (Php2,000) only-a condition which reflects extreme shortage and poor quality in their socio-economic status.

Table 1: Profile of the Respondents

Indicators	Count	Percent
Age		
15-19	11	10.67
20-30	29	28.15
31-40	14	13.59
41-50	25	24.27
51-60	13	12.62
61 and above	11	10.67
Total	103	100
Sex	Count	Percentage
Male	42	40.77
Female	61	59.23
Total	103	100
Educational Attainment		

Elementary Level	10	9.71
High School Level	58	56.31
College Level	35	33.98
Masteral	0	0
Doctoral	0	0
Total	103	100
Occupation		
Housekeeper	31	30.10
Laborer	3	2.91
Fisherman	2	1.94
Village Kagawad / Village Officials	8	7.76
Company Worker	8	7.76
Engaged in Business	9	8.73
Pensioner	1	0.97
Farmer	1	0.97
Jobless	40	38.83
Total	103	100
Monthly Income		
P1,000 – 3,000	23	22.33
P3,001 – 5,000	9	8.73
P5,001 - 7,000	3	2.91
P7,001 - 9,000	2	2.91
P9,001 - 11,000	2	1.94
P11,001 – 13,000	-	-
P13,001 - 15,000	-	-
Above P15,000	-	-
Total		
No. of Children		
None	36	34.95
1-3	39	37.86
4-6	21	20.38
7-9	4	3.88
10-12	3	2.91
More than 12		
Total	103	100

The first question aims to elicit information whether concerned respondent was part of the recipients of the school's extension services. Based on the report, 84 or 81.55% of the respondents have responded that they have been recipients of the extension services; the rest (18.45%) claimed they have not availed the services at personal level but were made aware that their village was able to avail the services.

The school has basically offered the following services to the adopted village, namely: health , safety and security, infrastructure and technical skills development, community livelihood and enrichment program, literacy training, environmental management and development, good governance, and coastal rehabilitation. These services were based on the needs assessment survey being conducted by the school prior to the CES implementation and were carried out by the different colleges according to their field of expertise, availability of resources and competence.

As revealed, 34 or 33% of the overall respondents claimed they have availed the health services; 14 or 13.59 % of the respondents have availed the safety and security services; 14 or 13.59 % of the respondents have availed the infrastructure and technical skills development; 28 or 27.18 % of the respondents have availed the community livelihood and enrichment program; 16 or 15.53 % of the respondents have availed the literacy training; 16 or 15.53 % of the respondents have availed the environmental management and development; 12 or 11.65 % of the respondents have availed the good governance program , and 21 or 20.38 % of the respondents have availed the coastal rehabilitation. With due reference on the reported data, it can be seen that most of the respondents preferred the health services both at personal and village levels.

Health services were basically the main extension program of the College of Nursing of Saint Joseph Institute of Technology. The College of Nursing offered the following services, namely: lecture and demonstration on proper food handling and preparation; weighing of children; feeding program for children below 6 years old; evaluation and monitoring of identified malnourished children; lecture on prevention of parasitic infestation among children and young adult; immunization; dental and many other health related services.

As reflected in Table 3, 43 or 41.74 % of the overall respondents indicated they have availed the services through seminar and workshops; 32 or 31.06 of the respondents claimed services were availed through hands-on trainings, and 16 or 15.53 % of the respondents said they have availed the services through personal contact. Data show that most of the respondents have availed the extension services of the school through seminars and workshops.

As presented in Table 2, of 103 respondents, 84 or 81.55% admitted that the school's extension services played vital role for the well-being and interest of every concerned resident and the village in general. 19 or 18.50% of the overall respondents said "no"-maybe because in the first place this particular number of respondents claimed they have not availed any services from the school at personal level. However, they remained favorable (except two(2) of the respondents) to the idea that the services of the school can make some significant contributions to their village.

As revealed in Table 3, 24 or 23.30% of the overall respondents responded that extension services of SJIT were highly extensive, that is, . In an interview conducted from five(5) of the household heads / respondents, when asked as to what extent the CES of SJIT was of help to them, they both have the same impression and one said (in visayan): *"grabe gyud ang natabang sa gipahigayon nga extension projects sa SJIT... gani ang uban nga walay trabahu nakapangita ug paagi nga makatrabahu pinaagi sa pag-aplikar sa ilang nahibal-an sa mga trainings hilabi na kabahin sa pag-instalar sa mga electrical wires ug plumbing. Ang uban kabalo na moluto og kutsinta ug nagsugod nag pamaligya. Kabahin sa palibut sa village, adunay gayuy kausaban nga nahitabo kay kasagaran dili na magpataka og labay sa ilang mga basura ug kamao na usab mo segregate sa mga madugta ug dili madugta nga mga waste materials (SJIT's CES program has indeed helped us a lot. In fact, others who have no jobs did find ways to generate income because of their learning from the trainings especially on wire installation and plumbing system. Others have learned how to cook kutsinta and were beginning to sell and earn. About our surroundings, because of the trainings and lectures conducted on solid waste disposal management, improvement was very much evident in our village. I learned that others were already beginning to properly segregate biodegradable from non-biodegradable waste materials and were learning how to properly dispose their garbage)."*

However, 41 or 39.81% of the respondents claimed that the extension services of the school were less extensive. In a separate interview with the other respondents, one commented and said (in visayan): *“medyo kulang pa ang panahon nga gigahin sa SJIT nga makatabang sa village hilabi na sa literacy ug livelihood programs. Mas maayo untana kung ipadayon gyud sa maong tunghaan ang pagpanerbisyo sa village sa hilabing dugay nga panahon* (CES programs of SJIT need further improvement especially in the allocation of time for literacy and livelihood programs. It would be better if SJIT’s extension services have to continue in our village for a longer period of time-three years were not enough).”

As exhibited in Table 3, it can be gleaned that 24 or 23.30% of the overall respondents favorably responded that they were very much satisfied on the facilitators’ manner of dealings to them. Some commented that concerned facilitators of the CES programs were very gentle and approachable. On the other hand, 41 or 39.80% of the respondents said they were satisfied.

Accordingly, 16 or 15.53% of the respondents admitted their family income have significantly improved since they have availed the extension services of the school. When interviewed to validate their response, some of them claimed that the programs of the College of Engineering and Architecture in wiring installation, plumbing and other technical works were of great help and advantage among those who have no job. This claim was further supported by the following items indicating that they were equipped with new proficiency and skills in electrical, plumbing which are helpful for earning a living. Since then, they have been hired to do the job and were earning considerable amount. In addition, some respondents especially those who have been recipients of the livelihood program of the College of Business and Management which partly focused on cooking *“kutsinta”* have been earning as well. They said after which they learned how to cook *“kutsinta”* they were beginning to sell and earn. There are those who have been trained in removing bones from *“bangus”* were also claiming they were earning more than before. But some were somehow saddened because they have no enough income to engage in *“boneless fish”* selling business.

Results further indicate that 37 or 35.92% of the respondents claimed there was improvement on their environment and health

practices. One major improvement, as they asserted, was on proper solid waste disposal which they claimed have effects to their health. Since their knowledge as learned through seminar-workshops and lectures on proper solid waste disposal, concerned residents were beginning to segregate those biodegradable from those non-biodegradable waste materials. They have learned how to throw their garbage properly and have maintained the cleanliness and orderliness of their respective surroundings. Other respondents, specifically those in the key positions such as *kagawad* and *punong* village, admitted that the extension program of SJIT have changed their perspective in terms of leadership and governance. The programs offered by the Graduate School which focused on effective leadership have paved the way for them to enhance their leadership and governance styles. In one of the workshops conducted among key officials, all of them presented they were enlightened by the series of topics adopted from the book of Maxwell on Leadership.

25 or 24.27% of the respondents admitted that health services contributed very much; only 7 or 6.79% chose safety and security as the most important; 15 or 14.56% chose infrastructure and technical skills development as the most important; 26 or 25.24% asserted that community livelihood and enrichment program as the most important; 10 or 9.71% for literacy training; 13 or 12.62% for environmental management and development; 8 or 7.76% for good governance, and 18 or 17.47% preferred coastal rehabilitation. When rank, it can be seen that community livelihood and enrichment program were noted to be the most important extension service that SJIT has offered. This was followed by health services. At village level, both health services and community livelihood and enrichment program were equally identified as the most important extension services.

As seen on Table 3, 6.70 % of the respondents expressed that most of the residents of village Lumbocan have some difficulty in sustaining financial needs for their children in going to the school due to limited resources and transportation. Thus, part of relieving them from such predicament, they expressed their request that the school should offer distance education program offering courses preferred most by the majority of the students in village Lumbocan. One *kagawad*, based on the interview, suggested that since village Lumbocan has the most

number of students who have enrolled at SJIT, the school has to put up an extension or satellite school in the area so that their students would no longer travel to the city for their academic concerns. Accordingly, this idea when realized will eventually help them save money and be able to meet the other needs of their children.

10 % of the respondents expressed that the school has to offer them loan provision for their proposed boneless bangus business. 79% expressed that common C.Rs for the entire village shall be constructed by the school. 10% expressed that the school needs safety and security during major activities in the village. 10% suggested that poverty alleviation among concerned residents has to be the major thrust of the school. 10% expressed that there is a need for the school to conduct additional livelihood program.

Fourteen percent of the respondents revealed that one best way they can help their village out of the learning they gained from the CES Programs is by becoming a model of change. That is, they can best influence their community in terms of their behavior, lifestyle and other practices by setting good examples. Likewise, 9.71% of the respondents said they can be of great help to the development of their village by becoming as a facilitator in all activities that will promote development in the village. Three percent claimed they can be an advocator; 6.79% declared they can be good trainers in an area they are most useful; 8.74% stated they can best help their village by supporting key officials in pushing the thrust of the village; 13.59% of the respondents articulated they can be an agent for peace and order, and 10.68% asserted they can be active participants in all village activities.

Overall Qualitative Analysis on Community Extension Programs / Services

Community extension service is a human responsibility of the school that needs to understand and know the community they want to serve in order to build relationships between the school and the people (Mogol, 1999; Bautista, 2000; Montero, 2000; Carantes, 2001). Further, it involves creative programs and activities (Sembrano, 1999; Mogol, 1999) thru active participation and cooperation of volunteers concerned and the maximum utilization of available resources both by the institution and community they want to serve (Tejada, 2001; Alino, 1999; Bautista, 2001 and Malo, 2003).

Based from the analysis of the data gathered from the recipients of community extension programs at village Lumbocan, as offered by the different colleges of Saint Joseph Institute of Technology-Butuan City, it has been proven that the institution being represented by the seven(7) colleges and the Graduate School was socially responsive to the needs and sincere in its role of uplifting the quality of life of the residents of village Lumbocan.

Salient findings of this research endeavor confirm the importance of students to realize their experiential learning that transforms them to become humane individuals who, together with coordinators and volunteers, are committed to be part of the humane extension programs; however, this research study also cited problems in the implementation of the programs like short term and repetitive activities; limited involvement of some teachers, staff and students; no adequate period for livelihood and literacy trainings conducted during the implementation of the program and no immediate effect among recipients. While it is true that there is a systematic evaluation of the school program among its recipients, some constraints like budgetary requirements are not adequate to sustain the program and fully meet the needs of the village in general. Like for instance, the provision of sustainable livelihood projects are beyond the capacity of the school to address. What the school can adequately provide is the conduct of trainings and literacy to pave the way for livelihood opportunities among the recipients. The school did not commit to provide fish among the concerned residents of village Lumbocan but rather was committed to teach them how to catch fish.

RECOMMENDATIONS

These results as drawn from the school experiences from different regions of the country are practical prescriptions that community extension as a process is complex, imperfect and continuously searching for model frameworks to be compatible to the utilization of school resources and community needs. In this context, the school researchers recommend to address the need of the community for systematic assessment of direct recipients beneficiaries of the program and to strengthen linkages with non-government organizations in

order to gain support to the program within the school framework. As a result it is further recommended that the school has to enhance programs towards food production, livelihood , health and sanitation, environmental conservation and waste management to be participated in by different colleges of the school and other agencies in Butuan City in order to create direct impact to community members in terms of economic, health , environmental, and socio-cultural at a longer period of at least five(5) years.

Problems, constraints met and the weaknesses observed must be taken into consideration and new model and approaches maybe implemented to successfully implement the extension programs. Continuous monitoring and evaluation maybe consistently done to ensure relevance and sustainability of the programs.

LITERATURE CITED

Alino, Josefina A.

1991 Attitude of teachers, administrators and supervisors toward community school participation in community development”, Thesis. Zamboanga State University.

Bautista, Agripino T.,

2000 Adminstrators and Teachers participation in community development of the Mangyans of Oriental Mindoro”. Thesis. Divine World College of Calapan, Oriental Mindoro.

Carantes, Joselito A.

2001 Involvement of elementary school teachers and community development in Baguio City”. Thesis. University of Baguio

Guico, Teresita M.,

2007 Social responsiveness of the community extension program of Lyceum of the Phillipines University”. Dissertation,. Manuel L. Quezon University. Manila.

Mogol, Celso M.

1999 The community extension service program of higher education institutions in Boac, Marinduque: A proposed community extension program". Dissertation, Centro Escolar University, Manila.

Molo, Asuncion H.

2003 Community school program of the division of Bulacan". Thesis. Bulacan State University

Montero, Josephine.,

2000 An assessment of the community extension program of the University of Mindanao Tagum College: Basis for Improvement". Dissertation. Southwestern University. Cebu City

Sembrano, Josefina O.,

1999 An evaluation of the community service program of the De La Salle University-College of Saint Benilde. Master's Thesis. Asian Social Institute, Manila

Pursuant to the international character of this publication, the journal is indexed by the following agencies: (1)Public Knowledge Project, a consortium of Simon Fraser University Library, the School of Education of Stanford University, and the British Columbia University, Canada; (2) E-International Scientific Research Journal Consortium; (3) Philippine E-Journals; and (4) Google Scholar.

