



EVALUATION OF EXTENSION PROGRAMS AND SERVICES OF THE KALINGA- APAYAO STATE COLLEGE, TABUK CITY, PHILIPPINES

Jeremias S. Ammakiw*

Abstract: *The study primary looked into the system of Evaluation of the Extension Programs and Services of the Kalinga-Apayao State College which included sixty- three respondents. Specifically, the study answered the following objectives and Hypotheses: A) To find out the status of implementation of the identified extension programs and services; B) To determine the impact of extension programs and services as to: political, social, economic, ecological , cultural; C)There is a low impact of extension programs and services as to: political, social, economic, ecological and cultural; D)To determine if there are significant differences between the responses of extension program implementers and clientele beneficiaries on the impact of extension programs and services as to: political, social, economical, ecological, and cultural; E) To determine the extent of utilization of monitoring and evaluation of extension programs and services; F)To determine the responses on the problems encountered in monitoring and evaluation of extension programs and services.*

The data gathering procedures made use of survey questionnaire, documentary analysis, interviews, field visits and Focused Group Discussions .The Weighted Mean and T-test were used to treat and process the statistical data.

The findings of this study revealed that the extension programs and services of the Kalinga-Apayao State College were “continuing” as supported by the obtained Total Average Weighted Mean of 2.22. It also disclosed that the impact of extension programs and services of the Kalinga-Apayao State College as to political, social, economical, ecological, and cultural was “high” with a Total Average Weighted Mean of 2.41 when the responses of both respondents were taken as a whole.

The study further disclosed that there was a significant difference between the responses of the program implementers and the clientele beneficiaries on the impact of extension programs and services of the Kalinga-Apayao State College.

It further revealed that the extent of utilization of monitoring and evaluation of extension programs and services of the Kalinga-Apayao State College was “seldom utilized” as supported by the obtained Total Average Weighted Mean of 2.18. However, it shows that



the impact is “high.” Likewise, in the results showed that the two groups of respondents have significant difference perception on the impact of the implementation of the monitoring and evaluation instruments of the extension program.

On the problems encountered, this study revealed that the responses on the problems encountered in monitoring and evaluation of extension programs and services of the Kalinga-Apayao State College program implementers were “quite serious problems.”

Based from the findings of this study the following recommendations were offered based from the findings and conclusions of the study: Program implementers should come up with a very comprehensive and detailed benchmark data as pre-requisites in piloting and adopting a barangay; The college should established monitoring and evaluation team to formulate evaluation system and feedback mechanism for extension programs and services; There is need for the extension program implementers to use the format on monitoring and evaluation tool as a model; There is a need for clientele beneficiaries’ participation in the monitoring and evaluation process to motivate them to plan and manage activities in a sustainable manner; There is a need to integrate extension services to one adopted barangay in order to sustain the impact that will change the way of life of the stakeholders; Research Thrust and Agenda should be anchored on technology development and commercialization to serve as materials for extension programs and services; There is a need for extension activities to generate income to sustain the continuity of the programmed ; The College should review its policies on de loading extension and research coordinators to give more time, opportunities, and give equal concern for extension activities. As a result of the study, the researcher was able to come up with a revised evaluation instrument which will be adopted as the major tool in the study.

*Kalinga-Apayao State College, Tabuk City, Philippines



RATIONALE

State Universities and Colleges (SUCs), by virtue of their mandates, provide quality formal and non-formal education through their four fold functions, namely: instruction, research, extension, and production.

In the four fold-functions, instruction is enriched by research and extension engagements; while instruction supports, through complementation both research and extension. On the other hand, production results from the output of research and extension.

The convergence, coordination and leveraging complementarities of these four fold-functions will strengthen the instructional mandates as stipulated in the 1987 Constitution, Section 2 of Articles XIV on Education, Science and Technology, Arts, Culture and Sports. The Article states that the State shall:

1. Establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and society.
2. 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. Furthermore, Republic Act No. 8435. Title 3 on Research and Extension, Section 87, states that extension shall cover the following major services to the farming and fishing community: Training services; Farm or business advisory services; Demonstration services; and Information and communication support services through tri-media.

Of the four-fold functions of SUCs, extension is an important component for improving higher education through field exposures of both teaching staff and students. As a current practice, extension is defined (Consolation, 1986) as an organized educational system of helping/assisting/guiding farm families to help themselves. It is a directional and purposive process of bringing relevant education to the people, a dynamic process of diffusion. This requires that an extension work should be defined as well-planned program of bringing result of research and technology to the rural people to help them solve their problems of production. It is a democratic and cooperative endeavor among many agencies and groups designed to provide the clientele with the latest scientific information.

The Extension Program of the university continuously figures as the university's main link to farm families and various communities. Extension programs are focused on promotion and



commercialization of technologies for self-sufficiency and development. Likewise, the university production thrust keeps on developing collaborative projects and prospective income generating enterprises to complement academic, research and extension, and other university concerns.

By virtue of State University and Colleges (SUC) character, it has been mandated among others not only to provide programs of instruction and professional trainings but also to provide extension, instruction and other services to the community beneficiaries thru skills development, vigorous extension and research program in food production, health and nutrition, community development and capability building, among others.

The extension programs and projects of the Benguet State University (<http://www.bsu.edu.ph/extension.html>, 2008) are in line with: BSU sa Barangay; Technology Demonstration Farm; Training and Outreach; Technology Packaging and Publication and BSU on the Air

Similarly, the Ifugao State College of Agriculture and Forestry conducts extension programs and projects in the form of trainings, provision of materials to clientele, institution building and strengthening (ISCAF, 2006).

On the part of the Kalinga-Apayao State College, the following are the projects and services conducted by its extension unit : (KASC, BOT Resolution No. 335 s.2006): Adopt-a-Barangay Program; Techno Gabay Program; Functional Literacy Programs and Communication Skills Training; Technology Transfer and; Non-Conventional and Renewable Energy; Capability Building; Gender Sensitivity Training and Advocacy; Community Awareness on Resource and Evaluation Programs; Technology Dissemination and Commercialization; FITS Maintenance (Farmers Information and Technology Services; Institutional Development; Health and Nutrition.

The foregoing discussions show that extension activities that were implemented by State Colleges and Universities have always responded to the need providing relevant skills, knowledge and values that will initiate changes in the behavior of target clientele through non-formal education which is the goal of extension.

One vital function of extension is monitoring and evaluation (M & E). This was strongly argued during an international training on: "Eleventh Advanced International HRD Program on Need Assessment. Monitoring and Evaluation and Information Generation Technique for



Decentralized Governance Training” which the researcher attended in India last September 1 to October 11, 2008. The training was designed with a specific focus on skills development on practical issues in the implementation of plans and programs of governance.

It is therefore in order to posit that monitoring and evaluation should be of interest to extension programs and to those involved in and affected by community development projects. It serves to drive accountability and transparency, inform decision-making about project designs and management, and provide lessons learned for future projects. When done in a participatory manner, monitoring can be a valuable process for building trust across diverse stakeholder groups, incorporating local knowledge and preferences, improving program outcomes, triangulating findings, and institutionalizing local engagements.

CONCEPTUAL FRAMEWORK

One significant concern that motivated and inspired the researcher to undertake this study was the lesson learned from the Eleventh Advanced International HRD Program on Need Assessment, Monitoring and Evaluation and Information Generation Techniques for Decentralized Governance Training which was attended by the research her last September 1 to October 11, 2008 in New Delhi. The training was sponsored by the Society for Development Studies (SDS).

The researcher who participated in the said training believes that there is a critical factor that is often ignored by program implementers, namely, the assessment of consistencies between program objectives and desired program outcomes. It is by this reason that program implementers as well as stakeholders should develop creative management capacity to address the new challenges.

The SDS has developed an integrated outcome-oriented approach with the following concerns: (a) to improve coordination and convergence of activities in multi-sectoral institutions and the government; (b) to leverage local resources from the people; (c) to build vertical and horizontal level partnerships; and (d) to involve the recipients of sub-national government programs in their own development process. Together, these toolkits are very effective in addressing the basic roadblocks in converting outlays into outcomes. Indeed, these are concerns that extension programs should consider as challenges.



Today's challenges for extension work are multi-faceted educational initiatives to link technology, expertise and resources of government and non-government institutions to the problems and concerns of individual and society in general. The extensionist plays the role of change agents for the transformation of individuals and communities for development. Such process of transformation of individuals and communities demands a human rights perspective in order to be sustainable.

President Gloria Macapagal Arroyo's challenging message during the 14th Annual Convention and General Assembly Meeting of the Philippine Association of Extension Program Implementers, Inc. (PAEPI) that was held last Oct 21, 2002 at the University of Southern Philippines, Davao on the Theme "Strengthening Research and Extension Linkages and Policy Advocacy for Extension Sector in The Task of Empowering People for Sustainable Development" should be taken seriously when she emphasized that:

"It is in the area of extension program implementation that our academic institutions have made significant difference in the community. Extension programs are rich sources of wisdom and vast frontier for research, where ideas, concepts and formalities can be put to the test and validated in real life situations and scenarios."

Another major breakthrough activity of the Philippine Association of Extension Program Implementers, Inc. (PAEPI) was a national conference on "Enhancing Capabilities of Community Extension Implementers" that was held last May 12-13, 2008 in Cagayan de Oro. The conference highlighted the importance of monitoring and evaluation as a tool for overcoming roadblocks.

Similarly, the proceedings of the PAEPI Seminar Workshop on Extension Program Enhancement and Resource Generation with the Theme: "Towards Relevant and Progressive Implementation of Extension Services Programs to Empower Communities for Sustainable Development" that was conducted in Mariveles, Bataan on May 21-23, 2009 focused on the Millennium Development Goals (MDGs) that discussed the strategies to fight poverty, ensure human development, and build prosperity for greater number of Filipino people. The agenda which are articulated in the Medium Term Development Plan (MTDP) design its action strategies on the promotion of livelihood, strengthening of



education, attainment of fiscal stability, decentralization of development, and arriving at sustained national harmony.

In almost all the extension manuals of the different extension units of the SUCs on file, the objectives of projects monitoring and evaluation were identified. However, no scheme or tools of monitoring and evaluation were provided, hence, the researcher came up with this study. More importantly, in the 2007 KASC institutional accreditation, the accreditors presented their findings along Area VI on Extension and Community Involvement with the following remarks: (a) annual reports of extension activities of the institute have to be made for evaluation and record purposes; (b) the institute has to formulate its monitoring and evaluation system catering to the needs of their extension program; (c) an extension feedback mechanism should be formulated particularly the institute's stakeholders; (d) all extension activities are to be properly documented; (e) undertake extension projects to be monitored to check their sustainability; (f) the institute has to provide extension activities associated with technology transfer.

Monitoring and evaluation system is a very important aspect in community development and in the pursuit of higher education center for excellence. Hence, this research is anchored on the following:

1. Strengthening Monitoring, Evaluation and Implementation of Extension Programs and Services of the Kalinga-Apayao State College.
2. Map of Main Impacts: Good Governance, Economics, Political, Social and Environmental.
3. Tools and Scheme for Monitoring and Evaluation of Extension Programs and Services of the Kalinga-Apayao State College.
4. Problems, Challenges and Priorities for Action.

OBJECTIVES

Specifically, the study answered the following objectives and Hypotheses:

- A) To find out the status of implementation of the identified extension programs and services;
- B) To determine the impact of extension programs and services as to: political, social, economic, ecological and cultural;



- C) To determine the significant differences between the responses of extension program implementers and clientele beneficiaries on the impact of extension programs and services as to: political, social, economical, ecological, and cultural ;
- D) To determine the extent of utilization of monitoring and evaluation of extension programs and services;
- E)To determine the problems encountered in monitoring and evaluation of extension programs and services;
- F) To present a monitoring and evaluation tool for extension programs and activities.

METHODOLOGY

The study was conducted to primary assess the present system of Evaluation of the Extension Programs and Services of the Kalinga-Apayao State College which included sixty-three respondents of the different institutes of the said College.

The data gathering employed questionnaire, documentary analysis, interviews, field visits and Focused Group Discussions and used the Weighted Mean and T-test to treat statistically the data.

RESULTS AND DISCUSSIONS

Table 1 Presents the assessment of the present status of *the* Implementation of Extension Programs and Services of the different Institutes of the Kalinga-Apayao State College (N=63)

Extension Programs	IAF N=9	IAS N=12	IBAE N=9	ISS N=7	IHS N=8	ITE N=10	IMEAT N=8	WTD MEAN	RANK
1. Adopt-a-Barangay	2.44	3.83	2.22	2.0	2.63	2.4	2.5	2.57	3.5
2. Technology Demonstration Farm	2.44	1.0	1.33	2.0	1.0	1.2	2.5	1.64	26.5
3. Koleho sa Barangay	2.0	1.58	1.33	2.43	1.63	2.4	1.12	1.78	22
4. Training and Outreach	2.75	2.0	2.67	2.0	2.50	2.4	2.0	2.33	14
5. Technology Packaging and Publication	2.44	2.92	2.89	2.0	2.50	1.9	2.38	2.43	9
6. School on the Air	1.77	3.42	2.11	2.0	1.38	2.0	1.0	1.95	20
7. Functional Literacy Programs	2.89	3.33	2.89	2.0	2.25	2.4	1.37	2.45	8
8. Farm Business	2.33	1.0	2..22	2.57	1.0	1.3	2.25	1.81	24



Advisory									
9. Networking and Linkaging	2.89	2.67	2.22	2.57	2.38	2.0	2.25	2.42	10.5
10. Decentralized Extension Governance	1.66	2.50	1.67	2.0	2.50	1.7	1.12	1.88	21
11. Knowledge management	2.89	3.0	2.44	2.0	2.25	2.3	3.12	2.57	3.5
12. Technology Transfer and Commercialization	2.78	2.92	2.67	2.29	3.0	2.3	2.37	2.62	1
13. Non-Conventional and Renewable Energy Utilization and Maintenance	2.44	1.0	1.0	2.57	1.0	1.2	2.25	1.64	26.5
14. Capability Building	2.78	2.33	2.78	2.57	2.50	2.6	1.75	2.47	6
15. Gender Sensitivity Training and Advocacy	2.89	2.50	2.56	2.57	2.50	2.2	2.0	2.46	7
16. Community Awareness on Resources and Environment Programs	2.44	3.17	2.22	2.0	2.50	2.2	2.38	2.42	10.5
17. Techno Gabay	2.22	2.58	2.22	2.29	2.50	2.5	2.12	2.35	13
18. Health and Nutrition Programs	2.33	2.67	2.33	2.0	2.50	2.4	1.50	2.25	16
19. Community Development and Leadership Training	3.0	2.75	2.44	2.0	3.0	2.9	2.0	2.58	2
20. Cooperative Development	2.78	1.33	2.78	2.0	1.25	1.8	2.5	2.06	19
21. Farmers Information Technology Services	3.22	1.0	1.0	2.0	1.0	1.5	2.0	1.67	25
22. Trainer's Training	2.78	2.50	2.44	2.0	2.63	2.4	1.88	2.38	12
23Livelihood Skills Development	3.78	2.75	2.67	2.57	1.38	2.3	2.12	2.51	5
24. Experimental	3.78	2.92	1.67	2.0	2.0	1.9	1.88	2.31	15



Project									
25.Pilot Project	2.11	1.0	1.56	2.29	1.0	2.3	2.0	1.75	23
26.Demonstration Project	2.33	1.83	2.0	2.0	2.25	2.5	2.38	2.18	17
27.Capacity Development Program	3.0	2.25	2.22	2.0	1.13	2.5	2.12	2.17	18
TAWM	2.63	2.32	2.17	2.17	2.0	2.12	2.03	2.22	

The table shows that the implementation of extension programs and services of the **Kalinga-Apayao State College** are “continuing” as supported by the obtained Total Average Weighted Mean of 2.22.

It can be gleaned in the table that **Technology Transfer and Commercialization, Community Development and Leadership Training, Adopt-a-Barangay, and Livelihood Skills and Development** obtained the highest means of 2.62, 2.58, 2.57 and 2.51, respectively described as “not completed” extension programs. This finding is supported by the study conducted by **Bagtang (2006)** that Training-seminar on Technology Transfer, Capability Building, and Livelihood were the most favored training programs of the College implementers as reflected in the **Assessment of the Objectives of the Extension Services of the Kalinga-Apayao State College**.

Likewise, the researcher found that **Technology Demonstration; Non-conventional and Renewable Energy Utilization and maintenance; and Farmers Information Technologic Programs** are “continuing” extension programs as reflected by the obtained means of 1.64 and 1.67, respectively.

Farm Business Advisory and Decentralized Extension Governance are “continuing” as reflected in the obtained average mean of 1.81 and 1.88 respectively. **Tukay** pointed out that the quality control, supervision, and oversight system are weak in many decentralized extension system. Hence, the system for knowledge flow to decentralize extension is poorly developed, especially with regard to extension linkages.

Garming (2003) pointed out in his study that KASC faculty and college officials had partially complied with extension and community involvement considering the limited resources of the college. Garming also pointed out that KASC maintains harmonious relationship with the community and making its resources available when needed.



Based from the researcher's direct observation and Community interviews, Kalinga-Apayao State Colleges' Extension Program and Service Implementers are committed and determined to serve their clientele beneficiaries in the spirit true voluntarism and selflessness as an agents for change for a renewed social transformation.

Table 2. **Presents the responses of extension program implementers on the impact of extension programs and services as to: political, social, economical, ecological and cultural.** (N=63)

INDICATORS	IAS	IAF	IBAE	IGS	IHS	IMEAT	ITE	AVE. MEAN
1.POLITICAL	2.62	2.56	2.40	2.94	2.33	2.28	2.28	2.49
2.SOCIAL	2.57	2.62	2.47	2.88	2.65	2.45	2.54	2.60
3.ECONOMICAL	2.42	2.58	2.42	2.20	2.58	2.42	2.40	2.43
4.ECOLOGICAL	2.37	2.78	2.40	2.63	2.33	2.40	2.00	2.42
5. CULTURAL	2.72	2.51	2.51	2.68	2.68	2.21	2.40	2.53
T.A.W.N.	2.54	2.61	2.44	2.67	2.51	2.35	2.32	2.49

The table shows that the impact of extension programs and services of the Kaling-Apayao State College as perceived by the program implementers is "high" as evidenced in the obtained Total Average Weighted Mean of 2.49

Along the five aspects of the impact of extension programs and services, social aspect obtained the highest average weighted mean of 2.60 described as "high impact." This means that program implementers have successfully transformed and improve the social welfare of the clientele. Program implementers were able to capacitate the beneficiaries to have access to basic services and were able to establish formal education and sustained human resource management in the adopted barangay.

The table further reflects that ecological factor obtained the lowest average weighted mean of 2.42 which is still described as "high impact."

The observation means that the program implementers maintain and initiate community development projects anchored in proper allocation of resources, ensuring equitable distribution of benefits and improving yields of agricultural productivity and providing food security. This finding corroborates the findings and recommendations of **Dr. Eduardo T. Bagtang** on **The Assessment of Extension Services of the Kalinga-Apayao State College** conducted in the year 2006, those clientele beneficiaries should be assisted in sourcing out funds for their livelihood projects.



Table 3 presents the findings on the extension program clientele beneficiaries on the impact of extension programs and services as to: political, social, economical, and cultural. (N=86)

INDICATORS	IAS	IAF	IBAE	IGS	IHS	IMEAT	ITE	AVE. MEAN
A.POLITICAL	2.27	2.45	2.19	2.58	2.12	2.15	2.24	2.29
B.SOCIAL	2.18	2.59	2.10	2.42	2.60	2.26	2.48	2.38
C.ECONOMICAL	2.05	2.77	2.26	2.28	2.24	2.30	2.31	2.32
D.ECOLOGICAL	2.18	2.54	2.06	2.31	2.10	2.22	2.39	2.26
E. CULTURAL	2.53	2.45	2.27	2.77	2.42	2.35	2.47	2.47
T.A.W.N.	2.24	2.56	2.18	2.47	2.30	2.26	2.38	2.34

The table shows that the impact of extension programs and services of the Kalinga-Apayao State College as perceived by the clientele beneficiaries is “high” as evidenced in the obtained Total Average Weighted Mean of 2.34

Along the five aspects of the impact of extension programs and services, **cultural and social** aspects obtained the highest average weighted mean of 2.47 and 2.38 respectively described as high impact. This means that the clientele beneficiaries were able to identify the importance of prioritizing community-based resource management viz-a-viz quality of human resources. The finding implies that both beneficiaries and program implementers uphold holistic and nationalistic development through inherent values, traditions, practices and full potential for human being and respect to human rights.

The table further reflects that **ecological, political** and **economical** obtained the lowest average mean of 2.26, 2.29 and 2.32 respectively described as “low impact.” This means that the tremendous effects of climate change to development is relatively unpredictable and that could possibly affect the planning and implementation of such extension services and other related projects to clientele beneficiaries. **Nunez (1979)** stated that in view of the expanding requirement of rural development, the national Government has sought the involvement of the local units that their development efforts can be made complementary and integrated as those of the national government. The researcher further argues that community development is a dynamic process where organizations should form partnerships and linkages to maximize the proper allocation of resources to ensure equitable distribution of benefits and risks.

Synthesizing these and views and findings, **Bagtang (2006)** and **Buen (2009)** concluded in their findings that the assessment of the objectives and benefits derived from the extension



services of the Kalinga-Apayao State College revealed that community respondents and clientele beneficiaries were benefitted from the variety of extension programs and services offered and implemented by the college. This finding explicitly shows that the impact of extension programs and services of the college high.

Table 4 reflects the mean difference between the responses of two groups of respondents on the Impact of Extension Programs and Services as to: Political, Social, Economical, Ecological, and Cultural. (N=149)

Respondent Group	Mean	SD	t-ratio
Program Implementers	2.415	0.07	3.16
Clientele Beneficiaries	2.306	0.08	
Mean Difference	0.109	.01	

$t_{.05} = 2.306$ (df = 8) Decision: Significant/

H_0 Rejected

The computed t-ratio of 3.16 is greater than the t-tabular value of 2.306 at .05 level of significance which means that there is a significant difference in the responses of the two groups of respondents. The null hypothesis which states that there is no significant difference between the responses of program implementers and clientele beneficiaries on the impact of extension programs and services as to: political, social, economical, ecological, and cultural is rejected.

The observation is similar to the study done by **Dr. Eduardo T. Bagtang** on **The Assessment of Extension Services of the Kalinga-Apayao State College** conducted in the year 2006, those clientele beneficiaries should be given proper information and orientation on how the projects are monitored and implemented.

Table 5. Extent of Utilization of Monitoring and Evaluation of the Extension Programs and Services of the different Institutes of the Kalinga-Apayao State College. (N=63)

Tools/ Method	IAF N=9	IAS N=12	IBAE N=9	IBS N=7	IHS N=8	ITE N=10	IMEAT N=8	WTD MEAN	Rank
1.Questionnaire/Mini Survey	2.67	2.92	2.78	3.0	2.63	2.5	2.25	2.36	7
2.Community Interview	2.78	2.67	2.44	3.0	2.75	2.5	2.12	2.54	3
3. Documentation Review	2.56	2.58	2.33	2.71	2.63	2.4	2.38	2.51	4
4. Direct Observation	2.22	2.17	2.33	2.86	2.75	2.2	2.25	2.40	5.5



5. Focus Group Discussions	2.33	2.58	2.22	2.71	2.25	2.2	2.5	2.40	5.5
6. Case studies	2.0	1.92	1.67	2.86	2.88	2.0	2.25	2.22	10
7. Key Informant Interviews	1.89	2.17	1.67	3.0	2.38	2.1	2.25	2.20	11
8. Direct Measurement	2.0	2.33	2.0	2.86	2.63	2.0	2.0	2.26	8.5
9. Best Practices	2.56	2.08	2.44	2.86	1.5	2.4	2.0	2.26	8.5
10. In-house review	2.89	2.83	2.56	3.0	2.38	2.8	2.75	2.74	1
11. Accreditation	2.78	2.58	2.67	3.0	2.38	2.8	2.50	2.67	2
12. Monitoring and Evaluation team	1.67	2.25	1.33	2.57	1.38	1.4	1.75	1.76	16
13. Score Cards	2.67	1.42	1.44	2.57	1.50	1.4	1.38	1.77	15
14. Multi-Topic Household Survey	1.89	1.58	1.89	2.71	2.0	2.0	1.75	1.96	12.5
15. Citizen Report Cards	1.33	1.50	1.56	2.0	1.5	1.3	1.38	1.51	17
16. Stakeholders Analysis	2.0	2.0	1.67	2.57	1.75	2.1	1.62	1.96	12.5
17. Participatory Rural Appraisal	1.89	2.17	1.56	2.57	1.75	1.8	1.62	1.91	14
18. Beneficiary Assessment	1.44	1.50	1.33	2.71	1.75	2.0	1.62	1.76	18
TAWM	2.15	2.13	1.99	2.75	2.15	2.10	2.02	2.18	

The table shows that the extent of utilization of the monitoring and evaluation of the extension programs and services of the different **Institutes of the Kalinga-Apayao State College** is “seldom utilized” with an obtained Total Average Weighted Mean of 2.18. This means that methods of data collection have strengths and drawbacks. Formal methods like **surveys, participatory observations, and direct measurement** are being used in academic research that would lead to qualitative and quantitative data that have high degree of reliability and validity. The problem is that they are expensive and costly. Whereas, less formal methods like **field visits, unstructured interviews**, and others might generate rich information but less precise conclusions, especially because some of those methods depend on subjective views and intuitions. Along the 18 methods and tools, **In-house Review** is ranked first with an obtained average weighted mean of 2.74 described as “very widely utilized.”

The findings given by the table show that the In-house review is the most common tool in monitoring and evaluation because every Institute is obliged to submit completed, ongoing, and proposed project reports in preparation for the next fiscal budget year of the College.



This annual report system of the College can cause a high impact on the economic aspect on the part of the project implementers because of the NBC 461 scheme of promotion of some faculties involved. Second in rank is **Accreditation** with an obtained average weighted mean of 2.67 described as “very widely utilized?” As stated in the NEDA (1986) Medium- Term Development Plan 1987-1992 pointed out that State Universities and Colleges in particular, shall be encouraged to participate in the accreditation process as a means of periodically evaluating their programs and operations using mutually agreed standards.

Among the least methods and tools are **Citizen Report Card, Monitoring and Evaluation Team, and Beneficiary Assessment** described as “never utilized” with an average weighted mean of 1.51, 1.76 respectively. The primordial reason is that some of the Institutes do not have a comprehensive monitoring and evaluation scheme to follow in view of the kind of extension project it is undergoing. Monitoring and Evaluating Team requires well-qualified and highly trained experts to facilitate reliable results. **Dr. Eduardo T. Bagtang**, the College President of the Kalinga-Apayao State College who conducted a study on **Corporate Governance of Kalinga-Apayao State College: An Assessment Towards Self-Reliance** recommended that “in order to improve the programs and projects of the extension services, the College should come up with projects that are sustainable and can actually help the beneficiaries in generating income that would uplift their economic status by installing monitoring systems to keep track of the utilization of extension budget.”

It is in this very reason why impact evaluation is very useful to find out the successes and failures of the extension programs and services in order to promote good practices. Similarly, factors contributing to failure of the extension programs and services can be recorded for references.

Table 6 presents the findings on the responses of the problems encountered in monitoring and evaluation of extension programs and services of the different **Institutes of the Kalinga-Apayao State College**. N=63

Problem Indicator	IAF	IAS	IBAE	IGS	IHS	ITE	IMEAT	WTD MEAN	RANK
1. Absence of extension monitoring /evaluating	2.56	2.0	2.22	1.43	2.13	2.0	2.25	2.08	5



tool/instrument to follow									
2. Insufficient time to monitor/evaluate extension projects	2.33	2.5	2.11	2.0	2.0	2.2	2.38	2.22	2
3. Inadequate knowledge and skills in monitoring/evaluating extension projects.	2.22	2.16	2.22	1.43	2.38	2.2	1.62	2.03	6
4. Lack budget for monitoring/evaluating of projects	1.89	1.42	1.55	1.43	1.75	2.3	2.38	1.82	12
5. Negative attitudes of project recipients	2.0	1.50	2.11	2.0	1.63	2.3	2.38	1.99	8.5
6. No empirical data to monitor and evaluate	2.22	2.0	2.44	1.57	1.75	2.4	1.75	2.02	7
7. No monitoring matrix	2.11	2.25	2.55	1.43	2.25	2.4	2.12	2.16	3
8. Non capacity to engage/role in monitoring and evaluating projects	2.33	2.25	2.22	1.71	2.0	2.1	2.12	2.10	4
9. Difficulty in gathering feedbacks	2.22	1.92	2.0	1.57	2.0	2.0	2.25	1.99	8.5
10. Lack of administrative support to conduct monitoring and evaluating projects	1.67	1.58	1.66	1.43	1.5	1.5	1.88	1.60	15
11. Lack of awareness on the benefits that can be derived from it	2.11	2.25	2.11	1.43	1.88	2.2	1.88	1.98	10
12. Absence of monitoring and	2.44	2.58	2.55	1.71	2.63	2.7	2.25	2.41	1



evaluating team has been established									
13. Agency insufficiency of funds	1.67	1.42	1.33	1.0	1.50	1.8	2.12	1.55	16
14. Agency conflict	1.44	1.5	1.77	1.0	1.63	2.3	2.12	1.68	14
15. Immediate superior insufficient support	1.56	1.67	1.55	1.0	1.38	1.7	1.75	1.52	17
16. Unidentified collaboration/Link age role/ function among Agencies	1.75	1.67	1.77	1.0	1.75	2.0	1.88	1.69	13
17. Absence of terminal reports	2.11	1.75	2.11	1.29	1.75	2.0	2.12	1.88	11
Total Average weighted Mean	2.04	1.90	2.01	1.44	1.87	2.1 3	2.07	1.92	

The study reveals that the responses on the problems encountered in monitoring and evaluation of extension programs and services of the Kalinga-Apayao State College program implementers are “quite serious problem” as reflected by the Total Average Weighted Mean of 1.92.

This result is attributed by the analyzed responses of program implementers on the identified problems encountered as follows:

The absence of monitoring and evaluation team is ranked first with an obtained average mean of 2.44 described as “very serious problem” which is followed by insufficient time to monitor and evaluate extension programs with an average mean of 2.22 described as “quite serious problem.”

On the other hand, the table reveals that immediate superior insufficient support; agency insufficiency of funds, agency conflict, and lack of administrative support to conduct monitoring and evaluation obtained an average weighted mean of 1.52 and 1.55, respectively described as “not a problem”, and 1.68 and 1.88 respectively are described as “quite serious.” This means that the College Officials, Director for Extension Services and the Institute Deans strongly support the monitoring and evaluation of extension programs



and services of the college with sufficiency of funds as evident in the average mean of 1.52 and 1.55 respectively described as “not a problem.”

The findings corroborates with the findings of **Stuti Lall, (2008)** that the key problems in monitoring and evaluation of projects are as follows: (a.) project staff lack commitment to monitor and evaluate, leading delays in the implementation and little use of information gathered on the part of project management, (b.) there are very few internal project reviews or ongoing self-evaluations, adjustment being triggered by external evaluators; and (c.) there is a widespread lack of integration and cooperation between the M&E functions and project management.

The findings of the **2007 AACUP** Accreditors for level 1 accreditation on Area VI-Extension and Community Involvement of the Kalinga-Apayao State College recommended the following:

- a. the Institute has to formulate its monitoring and evaluation system catering to the needs of their extension program,
- b. undertaken extension projects are to be monitored extensively to check their sustainability, and
- c. an extension feedback mechanism should be formulated particularly for the Institute’s stakeholders and beneficiaries.

Another very significant corroboration is the finding of **Bagtang (2006)** that there is limited provision in conducting regular review and evaluation of the extension projects of the Kalinga-Apayao State College as perceived by faculty program implementers.

While this finding also contradicts the findings of **Bagtang (2006)** that the problem encountered in extension services cannot sustain the programs due to lack of funds. This means that extension programs and services conducted before 2005 have inadequate funds to sustain the program. However, the recent findings shows that the extension programs and services conducted after the year 2006 to the present implies the efficient and effective managerial skill on fiscal administration by college officials which is evident in the responses of the program implementers described as “not a problem.”



Table 7 presents the proposed monitoring and evaluation tool components for future use.

Evaluation Report Format:

Title page

Table of Contents

Acknowledgements (optional)

Executive Summary

- ✓ Summarize the program/project evaluated, the purpose of the evaluation and the method used, the major findings, and the recommendations in priority order.
- ✓ Two to three pages that could be read independently without reference to the rest of the report

Introduction

Identify program/project description/background

Summarize the evaluation context

6. Evaluation Objectives and Methodology

- List the evaluation objectives
- Describe fully the evaluation methods and instrument. (What data were collected, methods used to gather and analyze them, rationale for visiting selected sites).
- Limitation of the Evaluation.

7. Findings and Conclusions

- State findings clearly with data presented graphically in tables and figures .Explain the comparisons made to judge whether adequate progress was made.
- Identify reasons for accomplishments and failures, especially continuing constraints.

8. Recommendations

9. Lessons Learned (optional)

10. Appendices

- Terms of Reference
- List of persons interviewed and sites visited
- annotated narrative responses

Provide a forum for Stakeholders Consultations

Establishment of an Observatory, a system and mechanism in processing and generating data to be used in policy formulation, planning, monitoring and evaluation.

V. Project Cost:

Phase I – Intensive series of trainings for the qualified and appointed members of the Monitoring Team.

Composition of the KASC Monitoring Team:

Team Leader

Encoder/Computer Literate

Statistician/Data interpreter

Editor

two Training Facilitators

two Field Workers

Duration:

Target Dates:

Venue: Kaling-Apayao State College, Tabuk City

Budgetary Estimates:



FINDINGS

Findings of this study revealed that the extension programs and services of the Kalinga-Apayao State College were “continuing” as supported by the obtained Total Average Weighted Mean of 2.22. It also disclosed that the impact of extension programs and services of the Kalinga-Apayao State College as to political, social, economical, ecological, and cultural was “high” with a Total Average Weighted Mean of 2.41 when the responses of both respondents were taken as a whole.

The study further disclosed that there was a significant difference between the responses of the program implementers and the clientele beneficiaries on the impact of extension programs and services of the Kalinga-Apayao State College.

Furthermore, this study revealed that the extent of utilization of monitoring and evaluation of extension programs and services of the Kalinga-Apayao State College was “seldom utilized” as supported by the obtained Total Average Weighted Mean of 2.18.

On the problems encountered, this study revealed that the responses on the problems encountered in monitoring and evaluation of extension programs and services of the Kalinga-Apayao State College program implementers were “quite serious problems” as reflected by the Total Average Weighted Mean of 1.92.

This result was attributed by the analyzed responses of the program implementers of the different Institute of the Kalinga-Apayao State College are as follows: 1) Institute of Agriculture and Forestry were “quite serious” with an obtained Average Weighted Mean of 2.04, 2) Institute of Arts and Sciences were “quite serious” with an obtained Average Weighted Mean of 1.99, 3) Institute of Business Administration and Entrepreneurship were “quite serious” with an obtained Average Weighted Mean of 2.01, 4) Institute of Graduate Studies were “not a problem” with an obtained Average Weighted Mean of 1.44, 5) Institute of Health Sciences were “quite serious” with an obtained Average Weighted Mean of 1.87, 6) Institute of Teacher Education were “quite serious” with an obtained Average Weighted Mean of 2.13, and 7) Institute of Mathematics and Applied Technology were “quite serious” with an obtained Average Weighted Mean of 2.07.

CONCLUSIONS

The findings of the study provide the following conclusions: The status of implementation of extension programs and services of the Kalinga-Apayao State College were



“continuing.”The impact of extension programs and services of the Kalinga- Apayao State College was “high.”In comparison, it was found that there is a significant difference between the responses of the two groups of respondents on the impact of extension programs and services of the Kalinga-Apayao State College. The extent of utilization of monitoring and evaluation of the extension programs and services of the Kalinga-Apayao State College were “seldom utilized.”The problems encountered in monitoring and evaluation of extension programs and services of the Kalinga-Apayao State College were “quite serious.”The assessments led to the conclusion to adopt a monitoring and evaluation tool of extension programs for the College.

RECOMMENDATIONS

Based from the findings of this study the following recommendations were offered based from the findings and conclusions of the study: Program implementers should come up with a very comprehensive and detailed benchmark data as pre-requisites in piloting and adopting a barangay ; The college should established monitoring and evaluation team to formulate evaluation system and feedback mechanism for extension programs and services. There is need for the extension program implementers to use the format on monitoring and evaluation tool as a model; There is a need for clientele beneficiaries’ participation in the monitoring and evaluation process to motivate them to plan and manage activities in a sustainable manner; There is a need to integrate extension services to one adopted barangay in order to sustain the impact that will change the way of life of the stakeholders; Research Thrust and Agenda should be anchored on technology development and commercialization to serve as materials for extension programs and services; There is a need for extension activities to generate income to sustain the continuity of the program;The College should review its policies on de-loading extension and research coordinators to give more time, opportunities, and give equal concern for extension activities.

REFERENCES

1. Arroyo, Gloria Macapagal. (2002). 14th Annual PAEPI Convention, “Strengthening Research an Extension Linkages and Policy Advocacy for Extension Sector in the Task of Empowering People form Sustainable Development.” University of southern Philippines, Davao City, October 21-23.



2. Aguilar, Visitacion T. (2009) The Participation of Women In Rice Farming in Tabuk City, Kalinga. Unpublished Doctoral Dissertation, Kalinga-Apayao State College, Tabuk City, Kalinga.
3. Bagtang, Eduardo T. (2006) Corporate Governance of Kalinga-Apayao State College: An Assessment Towards Self-Reliance. Unpublished Doctoral Dissertation, St. Paul University, Tuguegarao City.
4. Brillantes, Alex Jr., (1992) The Philippine Local Government Code of 1991: Issues and Concerns In the Environment Sector. Institute of Environmental Science and Management, University of the Philippines, Los Banos, Laguna.
5. Buen, Lope T. (2009) The Institutional capability of Kalinga-Apayao State College To A University Status. Unpublished Dissertation, Kalinga-Apayao State College, Tabuk City, Kalinga.
6. Cawis, Gilbert. (2009) Extension Methodologies that Work, a Success Story. ATI CAR, January 24.
7. Consolacion, C.C and H.A. Francisco. (1988). "Rural Poverty In Ethno-Community: An Analysis." Paper Presentation during the Agricultural Policy Seminar Workshop, Los Banos, Laguna, March 29-30.
8. Daligdig, Trinidad K. (2005) The Capability of the People's organizations In The Implementation of The Community-Based Forest Management (CBFM) Program of The Department of Environment and Natural Resources In Apayao Province. Unpublished Dissertation, Kalinga-Apayao State College, Tabuk, Kalinga.
9. Garming, Maximo, B. (2000) Development Potentials and Challenges of Kalinga-Apayao State College Towards Universityhood. Unpublished Doctoral Dissertation, St. Paul University, Tuguegarao City.
10. Lall, Vinay D. (2008). "Stakeholder Responsibilities and Building Partnerships among Them For Outcome Oriented Decentralized Governance." Paper Presented During the Eleventh Advanced International Human Resource Development Program. New Delhi, India, October 5.
11. Lall, Stuti. (2008). Society for Development Studies. Needs Assessment, Monitoring, Evaluation and Information Generation Techniques for Decentralized Governance, New Delhi, India. September 1 to October 11.
12. Nunez, Diosdado R. (1981) "Complementation and Integration of Rural Development Programs." Integrated Rural Development: problems and Issues. Management Education Council, University of the Philippines, Quezon City.



13. Saguibo, Jovita E. (1996) Technology Utilization Under Upland Farming System Among Tribal Communities in Kalinga-Apayao. Unpublished Dissertation, University of the Philippines, Los Banos, Laguna.
14. Tucay, Estelita V. (1991) Effectiveness of Linkages Among State Universities and Colleges, Government Organizations and Non-Government Organizations On Rural Development Programs In Northern Philippines. Unpublished Doctoral Dissertation, Benguet State University, La Trinidad, Benguet.
15. PAEPI Convention, "Enhancing Capabilities of Community Extension Implementers." May 12-13, 2008. Mindanao Polytechnic College, Cagayan de Oro.
16. PAEPI Seminar Workshop, "Towards relevant and Progressive Implementation of Extension Services Programs to Empower Communities for Sustainable Development." May 21-23, 2009. Mariveles, Bataan.
17. Friendly Handbook for Project evaluation, Arlington, VA NSF 93-153, (Steven, F., Lawrenz, F., Sharp, L., 1993, HTML version)
18. Training Manual for Evaluating the Impact of Targeted Poverty Reduction Programmes, Economic and Social Commission from Asia and the Pacific. United Nations, New York, 2004.
19. Training Manual on the Localization of Sustainable Development and Philippine Agenda 21, National Economic Development Authority. Little Flower Novitiate, Baguio City, Philippines, 1998.
20. World Bank. (2002). "Monitoring and Evaluation: Some Tools, Methods, and Approaches." Operations Evaluation Department, Washington D.C., USA.
21. 1987 Philippine Constitution, Section 2 of Articles XIV on Education, Science and Technology, Arts, Culture and Sports.
22. Republic Act No. 8435, Title 3, Sec. 87, Research and Extension <http://www.ati.da.gov.ph/car/node/40>.
23. The Cagayan State University, (<http://www.csu.ph/extension.html>, 2008)
24. Benguet State University, (<http://www.bsu.edu.ph/extension.html>, 2008)
25. KASC, BOT Resolution No. 335 s.2006).
26. (COM.PALNET@PASSIA: Emailpassiapyrigh)
27. <http://www.worldbank.org/participation/beneficiaryassessment/beneficiaryassessment.pdf>