



IMPACT ASSESSMENT OF EXTENSION PROGRAM OF THE COLLEGE OF PUBLIC ADMINISTRATION, CAGAYAN STATE UNIVERSITY, CARIG CAMPUS

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ABSTRACT: Cognizant of the vision of the University in line with national development, it commits itself to transform lives of people and communities through its core functions along instruction, research, extension and production. True to this mission, Colleges are mandated to conduct extension programs, projects and activities aligned to their program offerings. For this instance, the College of Public Administration embarks on extension program along law, governance and administration. The college envisioned to produce graduates who are socially conscious, responsible and committed to inoculate societal change. To live up to this vision, extension is an integral part of the curriculum intended to expose students with real – life occurrences in the society. The extension banner program of the College of Public Administration is dubbed as “Barangay-based Integrated Capability Program” (BICP). It intended chiefly to provide technical assistance and empowerment activities along contemporary local concerns, law and governance through series of seminar/training workshop with the end view of equipping them right knowledge, skills, attitudes and values towards good barangay governance. The banner program constitutes the project “Citizens Empowerment for Smarter Local Governance”. It was formalized in 2013 through a Memorandum of Agreement with the barangay through its barangay council. This study delved into the impact assessment of the extension program of the college as the program was implemented for five (5) years already. Thus, the college saw its great significance to evaluate how does this program fared well in delivering the identified projects. It also looked into whether the objectives of the program as it intends were satisfactorily attained. This discourse has the following objectives to meet: 1) profile of respondents in terms of age, sex, civil status, educational attainment, occupation, income and language spoken 2) Impact Assessment on the Extension program focusing on these three (3) domains namely knowledge, attitudes, values & skills; 3) Challenges Encountered during planning, implementation, Monitoring and Evaluation phase. The study made use of descriptive research design with survey questionnaire as the main instrument. Guide questions were also utilized to serve as a guide when respondents were personally interviewed. Results of the study revealed that respondents are middle aged, male dominated, mostly barangay official with monthly income below poverty threshold and Ybanag speaking people. Further, the said extension program equipped them with adequate knowledge and skills that have contributed in improving themselves in performing their tasks as barangay officials. Specifically, along crafting of good ordinances and resolutions, use of parliamentary procedures in the conduct of meetings, documentation of activities and fund management. More than this, is the transformation of their values and attitudes towards their work. All these, as claimed by the respondents made their barangay a “model barangay” though there were of course challenges encountered in implementing the program.



KEYWORDS: *Impact Assessment, Knowledge, Attitudes & Values, Skills, Extension Program, Barangay-based Integrated Capability Program" (BICP), Citizens Empowerment for a Smarter Local Governance*

INTRODUCTION

Cognizant of the vision of the University in line with national development, it commits itself to transform lives of people and communities through its core functions along instruction, research, extension and production. True to this mission, Colleges are mandated to conduct extension programs, projects and activities aligned to their program offerings. For this instance, the College of Public Administration embarks on extension program along law, governance and administration.

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The services provided include barangay development planning, fund management, record keeping, ordinance and resolution making, parliamentary procedures, leadership and decision making, work values, preparing minutes of the meeting, preparing police blotter reports. Awareness building on community issues and concerns particularly on public safety and drug prevention, related laws on anti-violence against women and their children, election – related concerns through distribution of IEC materials and volunteerism. Other services include Bone Density along health aspect and Bonsai Horticulture for entrepreneurship.

The Extension program was on its culmination phase having ran through for five years already. Therefore, it is highly imperative to evaluate its impact to determine whether



or not the intended immediate and long-term outputs indicated are met. The study endeavored to strengthen future extension activities and identified gaps that serve as inputs to extension policies and guidelines of the University and to the curriculum of the program as well.

METHODOLOGY

Research Design

The study made use of descriptive research design. It was used to describe the profile of the respondents, the different projects/activities provided in its service-community. It likewise accounts the assessment of the respondents on the impact of the extension program with respect to acquired knowledge, skills and values and attitudes. Frequency, percentage were used to treat data along profile of the respondents. Moreover, the 3-point Likert Scale was utilized to determine the impact of the extension project and activities with respect to acquired knowledge, skills and values as a result of the capacity-building trainings, seminars and activities provided by the College.

Locale of the Study

This study was conducted at Namabbalan Sur, Tuguegarao City, Cagayan which is situated at the Eastern part of Tuguegarao City. It is divided into seven (7) zones with 171 households and 235 families. It has a population of 816. A large number (22%) of the households, families and population lived at Zone 5 of the barangay. In terms of sex disaggregation, 52% of the population are males and 48% are females. (Barangay Profile, 2016). This barangay was considered as the adopted barangay of Cagayan State University - College of Public Administration, Carig Campus to serve as the social laboratory of its students to demonstrate the interface of instruction and extension mandate of the college.

Respondents and Sampling Procedure

The respondents of this study were the beneficiaries of the extension projects and activities of the College. Purposive sampling technique was used to select the respondents of the study. This technique was used since the beneficiaries of the program are thought to



be the best people to share their experiences and changes in their life as offshoots of the program.

Research Instruments

A survey questionnaire is the main instrument used in this study. The questionnaire was made up of three parts. Part I included profile of the respondents. Part II elicited the impact of the extension projects and activities provided in the community. Part III identified the challenges and problems encountered by the College and the respondent-beneficiaries in the implementation of the extension projects. The contributions of each extension project to the respondents were elicited through interview with guide questions.

RESULTS AND DISCUSSION

Table 1. Profile of the Respondents

| Age | Frequency | Percent |
|---|-----------|---------------|
| 20 – 24 | 1 | 2.0 |
| 35 – 39 | 12 | 24.0 |
| 40 – 44 | 7 | 14.0 |
| 45 – 49 | 20 | 40.0 |
| 50 – 54 | 8 | 16.0 |
| 55 – above | 2 | 4.0 |
| TOTAL | 50 | 100.00 |
| Mean Age = 44.88 Std Deviation 6.712 | | |
| Gender | | |
| Male | 28 | 56.0 |
| Female | 22 | 44.0 |
| TOTAL | 50 | 100.00 |
| Highest Educational Attainment | | |
| Did not go to School | 5 | 10.0 |
| Elementary level | 7 | 14.0 |
| Elementary Graduate | 6 | 12.0 |



| | | |
|------------------------|-----------|---------------|
| High School Level | 6 | 12.0 |
| High School Graduate | 10 | 20.0 |
| College Level | 10 | 20.0 |
| College Graduate | 6 | 12.0 |
| TOTAL | 50 | 100.00 |
| Monthly Income | | |
| 1000-3000 | 13 | 26.0 |
| 3001-5000 | 18 | 36.0 |
| 5001-7000 | 14 | 28.0 |
| 9001-11000 | 4 | 8.0 |
| above | 1 | 2.0 |
| TOTAL | 50 | 100.00 |
| OCCUPATION | | |
| Barangay Official | 19 | 38 |
| Farming | 18 | 36 |
| Carpentry/Construction | 7 | 14 |
| Housekeeper | 5 | 10 |
| Security Guard | 1 | 2 |
| TOTAL | 50 | 100.00 |
| Language spoken | | |
| Ibanag | 41 | 1 |
| Itawes | 29 | 2 |
| Tagalog | 27 | 3 |
| Ilocano | 10 | 4 |
| Total | *107 | |

Legend: * Multiple Response

The respondents' profile is presented in Table 1. It shows that most of the respondents (40%) belong to age bracket 45-49 years with a mean age of 44.8 or 45 years which means the respondents are middle aged. It also reveals that there are more male respondents (56%) than female respondents (44%); 10 or 20 % have either finished high school or college



level; 18 or 36 % of the respondents has a monthly income of 3001-5000; barangay official and being a farmer with a frequency of 19 or 38 % and 18 or 36 % respectively tend to dominate their occupation; Ybanag ranks 1 as the language spoken by the majority of the respondent

Table 2.1 Impact Assessment of Respondents in terms of Acquired Knowledge

| Acquired Knowledge | Mean | Descriptive value |
|--|-------------|--------------------------|
| I became more knowledgeable in the conduct of sessions and proper observance of parliamentary procedures during meetings | 2.62 | Strongly Agree |
| I gained more knowledge on barangay governance which improve my performance in the execution of my duties and responsibilities as barangay official. | 2.60 | Strongly Agree |
| I increased my knowledge on how to craft barangay ordinances within the committee assigned to me. | 2.52 | Strongly Agree |
| I am empowered with concepts/theories on leadership and decision making. | 2.60 | Strongly Agree |
| I became more aware on the duties and responsibilities as barangay official. | 2.70 | Strongly Agree |
| I establish and adopt innovative programs in performing my duties and responsibilities. | 2.54 | Strongly Agree |
| I became more efficient in managing available internal and external resources. | 2.38 | Strongly Agree |
| I became more knowledgeable on the characteristics and values of a public servant. | 2.55 | Strongly Agree |
| I became well verse in preparing minutes of the meeting | 2.40 | Strongly Agree |
| I am more information conscious on current issues and trends in the community. | 2.48 | Strongly Agree |
| OVER ALL WEIGHTED MEAN | 2.54 | Strongly Agree |

Legend:

1.00-1.66 - 1 Disagree

1.67-2.33 2 Agree

2.34-3.00 - 3 Strongly Agree



Impact Assessment of Respondents on the different Extension Services of the College

The impact of the different Extension Services of the College to the service-community along the three domains namely knowledge (cognitive) is shown in Table 2.1; skills (psychomotor) Table 2.2; and attitudes and values (affective) Table 2.3. The knowledge is demonstrated in terms of how knowledgeable the respondents are in performing the roles and functions assigned to them. Skills, on one hand, are manifested on how well they apply in the field, the seminars and trainings provided by the College. Finally, the attitudes and values, though it is difficult to measure are largely exhibited through their attitudes towards their work.

As shown in Table 2.1, the respondents strongly acknowledged that through the extension services of the College they became more knowledgeable with a weighted mean of 2.54. Hence, the study found that the respondents became well verse in crafting resolutions and ordinances, preparing minutes of the meeting and police blotter reports. They became more conscious and knowledgeable in the use of parliamentary procedures. Also, they strongly affirmed the increase in their efficiency in managing their resources like proper use of time, supplies and equipment. They, likewise, became more conscientious in their work particularly on their duties and responsibilities and have been more sensitive to issues and concerns in the community, in as much that, it was impressed upon themselves the positive characteristics and traits of a public and genuine servant.

Table 2.2. Impact Assessment of Respondents in terms of Acquired Skills

| ITEM | MEAN | DESCRIPTIVE VALUE |
|--|------|----------------------|
| 1. I am skilled in providing technical assistance in the community. | 2.44 | Strongly Agree |
| 2. I am skilled in providing transfer of knowledge to other people. | 2.42 | Strongly Agree |
| 3. I am skilled in recording police blotter and handling conflicts brought to my office. | 2.22 | Agree |
| 4. I am skilled in interacting with constituents. | 2.42 | Strongly Agree |
| 5. I am skilled in dealing with problems, issues, and concerns of the | 2.42 | Strongly Agree |



| | | |
|--|-------------|----------------|
| constituents. | | |
| 6. I became more capable in generating revenues and disbursement of funds. | 2.30 | Agree |
| 7. I conducted more orderly meetings and arrive with more comprehensive decisions and agreements during meetings. | 2.24 | Agree |
| 8. I properly document and accurately and clearly noted barangay officials decisions and actions. | 2.34 | Strongly Agree |
| 9. I became more efficient and effective in managing barangay projects and activities and crafting resolutions and ordinances. | 2.30 | Agree |
| 10. I became more competent in implementing programs and projects beneficial to my constituents. | 2.22 | Agree |
| OVERALL WEIGHTED MEAN | 2.33 | Agree |

Legend:

| | | |
|------------------|---|-------------------------|
| 1.00-1.66 | - | 1 Disagree |
| 1.67-2.33 | - | 2 Agree |
| 2.34-3.00 | - | 3 Strongly Agree |

On the other hand, Table 2.2 exhibits the impact assessment of the respondents with respect to acquired skills. As a whole, the respondents affirmed that they became more competent in the assigned task to them with a weighted mean of 2.33. As per result of the interview to the barangay official - respondents for example the barangay secretary and barangay treasurer claimed that they now manage their records better after the training. Specifically, the secretary verbalized that she could be able to prepare minutes of meeting using the proper format and steps and she became conversant on the information/data to be included in the minutes. The Chairman also shared that he now conducts meeting in a more organized manner. On one hand, the treasurer claimed that he became more proficient on bookkeeping and organizing financial records. Moreover, the Barangay Chairman who heads the Lupong Tagapamayapa asserted that the members of the Lupon now handle conflicts better if compared in the previous conflicts.

In addition, the barangay chairman mentioned that barangay officials became more efficient and effective in managing the resources of the barangay, as well as, in programs and projects implemented.



Table 2.3. Impact Assessment of Respondents on Acquired Values and Attitudes

| ITEMS | MEAN | DESCRIPTIVE VALUE |
|---|-------------|-----------------------|
| 1. I appreciated the significance of building partnership between school and the community. | 2.52 | Strongly Agree |
| 2. I displayed the core values of good governance in the performance of my official duties. | 2.44 | Strongly Agree |
| 3. I became more vigilant in the observation of public safety and crime prevention. | 2.34 | Strongly Agree |
| 4. I recognized that barangay development is not only manifested in economic but on behavioral and social dimensions as well. | 2.42 | Strongly Agree |
| 5. I valued the use of resources economically, judiciously and wisely. | 2.48 | Strongly Agree |
| 6. I acquired wholesome work habits, attitudes and values towards efficiency, productivity and sustainability. | 2.46 | Strongly Agree |
| 7. I recognized the value of discipline, love for work, and empathy in dealing with constituents. | 2.56 | Strongly Agree |
| 8. I became more transparent on the breakdown of revenue collected and expenditures. | 2.42 | Strongly Agree |
| 9. I became more responsive to community needs, problems and issues. | 2.42 | Strongly Agree |
| 10. I became sensitive to the needs of the community. | 2.42 | Strongly Agree |
| OVERALL WEIGHTED MEAN | 2.45 | Strongly Agree |

Legend:

1.00-1.66 - 1 Disagree

1.67-2.33 - 2 Agree

2.34-3.0 -3 Strongly Agree

Table 2.3 shows the impact assessment of the respondents as demonstrated through their attitudes and values toward work. The respondents were one in claiming that the social and behavioral dimension of leadership is as important with pushing the economic growth of the barangay. To attain, they realized that positive and wholesome attitudes and traits have to be manifested in them as they perform their work. Knowledge and proficiency in work were



not enough to influence constituents to embrace shared responsibility and goals for the community. Rather, they claimed that passion, commitment, empathy, transparency were the ones that could inspire the community people to cooperate and initiate.

The respondents honestly admitted that back in the old days they are not particular with the time in reporting to office, not public safety – conscious and not sensitive to the needs of their constituents but topics on Work Values and traits of a good leader made them realize that successful leadership are usually done through modeling their life.

Table 3. Services and Activities Conducted and Level of Contribution in the Performance of Respondents' Duties and Responsibilities

| Services/Projects/Activities | Frequency | Rank |
|---|-----------|------|
| A. Trainings | | |
| 1. Barangay Development Planning | 50 | 1 |
| 2. Fund Management | 33 | 2 |
| 3. Bonsai Horticulture | 26 | 3 |
| 4. Ordinance and Resolution Making | 21 | 4.5 |
| 5. Parliamentary Procedure | 21 | 4.5 |
| 6. Preparing Police Blotter Reports | 20 | 6 |
| 7. Preparing Minutes of the Meeting | 5 | 7 |
| B. Seminars | | |
| 1. Work Values | 42 | 1 |
| 2. Leadership and Decision Making | 40 | 2 |
| 3. Public Safety and Drug Prevention | 39 | 3 |
| 4. Anti-Violence Against Women & their Children | 35 | 4 |
| 5. Volunteerism | 30 | 5 |
| C. Outreach Program | | |
| 1. Bone Density Scanning | 50 | 1.5 |
| 2. Clean and Green Project | 50 | 1.5 |
| D. Distribution of IEC Material | 50 | |

The services conducted by the college in its adopted barangay (Namabbalan Sur, Tuguegarao City) were categorized into three (3). These are trainings, seminars and community outreach program. Under trainings, there were seven (7) activities conducted.



They were as follows: a) Barangay Development Planning, Fund Management, Bonsai Horticulture, Ordinance and Resolution Making, Parliamentary Procedure, Preparing Police Blotter Reports and Preparing Minutes of the Meeting. Of the 7 mentioned trainings, the topmost three services believed to have contributed in performing their duties and responsibilities were Barangay Development Planning, Fund Management and Bonsai Horticulture was claimed to have helped the women venture into Bougainvillea Bonsai Gardening. Preparing minutes of the meeting was the least rated in as much that not all the beneficiaries were involved doing the task.

For the Seminar Workshops, there were five (5) activities conducted namely: a) Work Values, b) Leadership and Decision Making, c) Public Safety and Drug Prevention, d) Anti-Violence Against Women and their Children and e) Volunteerism. Of the five (5) activities, work values ranked first and volunteerism ranked last. As per interview with the respondents, the necessity of conducting the seminar was timely and appropriate since they have encountered barangay officials whose attendance to duties at the time of their scheduled day as officer of the day in the barangay hall were not properly observed by them.

The two (2) community outreach activities were equally appreciated by the community people. They claimed that the activities were of big help. The Clean and Green Project conducted in the community has made them awardee on Environmental Management.

Finally, IEC materials such as leaflets relative to election awareness was produced and distributed to the voters. The activity intended to instill awareness among the voters on the DO's and DON'Ts of election and ultimately to make them enlightened and mature voters.



Table 4. Challenges Encountered Along Planning, Implementation and Monitoring of Extension Services

| Planning | Frequency | Percentage |
|--|-----------|-------------|
| There is no direct focal person to contact with and discuss the concerns and needs of the Barangay. | 22 | 45.83 |
| Lack of involvement of fellow barangay officials in the planning stage. | 18 | 36.00 |
| There is no clear understanding between the Barangay and the College in the conduct of Extension Activities. | 4 | 9.84 |
| Lack of communication between the Punong Barangay and the extension coordinator of the College. | 3 | 6.25 |
| Lack of proper consultation by the College to the Barangay. | 1 | 2.08 |
| Total | 50 | 100% |

| B. Implementation | Frequency | Percentage |
|---|------------------|-------------------|
| 1. Lack of financial resources to fund extension activities that demand barangay counterpart. | 15 | 25.42 |
| 2. Lack of support from barangay officials. | 12 | 20.34 |
| 3. Lack of time to participate/attend in the activities conducted by the College. | 8 | 13.56 |
| 4. Lack of equipment in support to extension services. | 8 | 13.56 |
| 5. Difficulty understanding the lectures during the training/ Seminar. | 8 | 13.56 |
| 1. Lack of cooperation among the residents to attend seminars/ trainings conducted. | 8 | 13.56 |
| Total | 59 | 100% |

| A. Monitoring | Frequency | Percentage |
|---|------------------|-------------------|
| 1. The proximity of the adopted barangay was far that somehow makes it difficult to conduct regular on-site monitoring. | 18 | 34.61 |
| | 13 | 25 |
| 2. Vehicles are inaccessible to reach barangay anytime. | | |
| 3. Lack of time by the College Extension Coordinator and implementers to monitor the project | 12 | 23.08 |



| | | |
|--|----|-------|
| 4. Lack of monitoring strategies/approaches by the implementer | 9 | 17.31 |
| | 52 | 100% |

Challenges encountered along planning, implementation and monitoring of Extension activities in the adopted community was shown in Table 4. In the planning stage, it was found out that focal point to contact with when there are concerns became a problem to both parties. This was mainly caused by having no assigned in-charge among barangay officials specifically on extension concerns.

Secondly, this was worsened by the lack of cooperation among them during the planning stage. Officials who can be mobilized are those officials whose residence are near to the barangay hall. Additionally, during this stage instead of focusing more on plans they deal more on problems rather than on planning interventions to counteract the problem.

Lack of financial resources was the major problem during the implementation stage given the many processes to go through prior to budget approval. While sharing of resources was very clear as one of the stipulations in the Memorandum of Agreement entered into by the college and the community, this has become a challenge to both instrumentalities due to financial constraints.

For the monitoring, the distance of the adopted community posed a major problem. The area is inaccessible because there are only few vehicles routing the area. Support given to transportation by the administration is largely dependent also on the availability of the vehicle which at the time of implementation, the Campus has only one vehicle that caters to the needs of the different colleges. This was also attributed to lack of time for the implementers to monitor the project due to their teaching load.

CONCLUSION

Based from the findings, the following conclusions were derived:

1. The College Extension services were highly beneficial to the respondents specifically in performing their respective duties and functions as barangay officials;
2. The respondents became more skilful and conscientious in accomplishing their mandated tasks;



3. The respondents became more empathic to the needs and concerns of their constituents despite the challenges encountered by them;
4. The Extension services provided by the college has made the community a model barangay and has received award on environmental management.
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RECOMMENDATIONS

With the aforementioned conclusions, the following are hereby recommended:

1. That the College will conduct similar extension activities in other barangays of Tuguegarao City to expand its community service which will later on be a basis for a comparative impact study assessment;
2. For a better coordination, the adopted barangay should assign a barangay official who will take charge of extension, partnerships and linkages;
3. To fully operationalize the interface of instruction and extension, the faculty members handling major subjects have to be given ample time to implement the extension activities in the adopted barangay as integrated in their syllabus.



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