

COLLEGE OF TEACHER EDUCATION COMMUNITY EXTENSION ACTIVITIES: AN IMPACT ASSESSMENT

Khristian T. de la Rama
khristian.delarama@gsc.edu.ph
ORCID No.: 0000-0002-8664-0222

Criste F. Dilag
criste.dilag@gsc.edu.ph
ORCID No.: 0000-0002-5652-5717

Dioremark R. Galimba
dioremark.galimba@gsc.edu.ph

Norie H. Palma
norie.palma@gsc.edu.ph

ABSTRACT Community extension services, as a whole, is one of the trilogy functions of all higher education institutions to augment the needs of the community and other members in the social milieu. The Guimaras State College – College of Teacher Education aims to strengthen two of its four-fold functions, which are instruction and extension, to enable them to provide free access to functional literacy programs among indigent communities. This study assessed the impact of the extension activities of the College of Teacher Education as perceived by the recipients. This descriptive research was conducted to the 296 recipients of the extension services. The Remedial Reading Programs in Good Shepherds Fold Academy impacted positively the reading skills of all students. The students who were labeled as “needs enhancement” were advanced to “independent reader” level after the program. With regards to the preservation of historical places in Buenavista, a large number of the respondents are now proud of these places in the community. They are willing to give assistance to promote historical places and are motivated to attend meetings about its preservation and other activities of the barangay. In relation to the Training Workshop on Technical Writing Skills of Barangay Officials, most of the respondents agreed that because of participation to extension program they have received affirmations because of the quality of the documents submitted or created. Moreover, more of the respondents agreed that because of participation to extension program motivate to accomplish task assigned as a secretary, willing to promote the extension activities to GSC to other people, and become independent in working the written reports and documents. Furthermore, in relation to Health Awareness and Clean-up Drive, it revealed that because of the activity majority of the respondents agreed that they maintain the cleanliness of cleaning their house and backyards often. Worth mentioning, majority of the respondents perceived that the extension activities have greatly impacted the lives and the community, in general.

Keywords: Community Extension Services, College of Teacher Education, Impact, Literacy, Remedial Reading

INTRODUCTION

Community extension service is one of the trilogy functions of all higher education institutions as mandated by the Commission on Higher Education. This is along with the intention to make Philippine HEIs stride along with universities across borders recognized worldwide not only for the quality of their programs but, as in corporate business, for their social initiatives as well.

To support the above contention, as stated in Republic Act 8435, Chapter 2, Sec. 90, “The State Universities and Colleges are mandated to primarily focus their extension services on the empowering of the capability of the Local Government Units in the delivery of extension services by providing degree and non-degree programs, technical assistance, extension and research activities, monitoring and evaluating the LGU extension projects and information support services.”

Likewise, in accordance to the pertinent provisions stated in Republic Act No. 7722, otherwise known as “Higher Education Act of 1994”, higher education institutions (HEI’s) are encouraged to become self-sustainable and are mandated to give priority to research and development and extension services and serve as the prime mover of the nation’s socio-economic growth and sustainable development.

These legal mandates clearly point out that conducting extension services does not only respond to the college’s vision and mission, but more importantly extension services help augment the needs of the community and other members in the social milieu. It is also along these contentions that assessment of the impact of extension activities should be conducted to identify the effectiveness of these services.

An integrated extension approach is needed to address multi-faceted community issues effectively and it is one of the major functions of the academic community in order to enhance the capacity of the faculty in their field of expertise by

way of extending it to the partner community (Gonzalez, 2009).

According to Gonzales (2008 as cited in Dilao, 2015) believed that the academe is one of the main actors in the society which could possibly effect change by way of empowering the people in the community.

Guimaras State College – College of Teacher Education aims to strengthen two of their four-fold functions, which are instruction and extension, to enable them to provide free access to functional literacy programs among indigent communities. In the past 4 years, the college rendered different community extension programs to help the community. These extension activities include remedial reading programs, preservation of historical places, health information and clean-up drives, and short-term literacy program.

It is with the aforementioned reasons that led the researchers to assess the impact of their extension activities. It is hoped that through the obtained results, they can implement better plans, determine better opportunities among their beneficiaries, and better serve their community through sustainable extension activities that will help promote quality practices to ensure productive human life in Guimaras province. Specifically, this study determined the profile of the recipients of the various extension activities in terms of their independent variables and the perceived impact of the extension activities of the College of Teacher Education to the recipients.

METHODOLOGY

This study used the descriptive method of research. Rubio, et al. (2016), stated that descriptive research seeks “what is” of data and not “why it so” one can only describe what is prevailing and develop inferences but cannot explain “why” of dynamics of the variables. It involves the description, recording, analysis, and interpretation of the present nature. Furthermore, Adanza, Bermudo, and Rasonabe (2009) strongly believed that the objective of the descriptive research is to describe the nature of a situation as it exists at the time of study and to explore the cause of a particular phenomenon. The respondents of the study were the 296 recipients of the extension programs. Generally, there were 113 (38.2%) for Remedial Reading Programs in 2016 and 2019, 46 (15.4%) for Preservation of Historical Places in Buenavista, 36 (12.2%) for Technical Writing Skills Training for Barangay Secretaries, and 50 (16.9%) for Health Information Awareness and Clean-Up Drive. The respondents were randomly selected based on their availability.

The Informal Reading Inventory was used to assess the reading skills of the recipients of the remedial reading program. The perceived impact of the Preservation of Historical Places in Buenavista, Technical Writing Skills Training of Barangay Secretaries and Health Information Awareness and Clean-Up Drive was assessed using the duly validated researchers-made questionnaires. Then, the instrument was distributed to the respondents and were collected, tallied, tabulated and analyzed using the SPSS. As soon as the analysis was done, the results were interpreted and reported.

The reading skills and the perceived impact of the extension programs were statistically computed and analyzed using frequency and percentage.

RESULTS AND DISCUSSION

Remedial Reading Programs

The College of Teacher Education conducted remedial reading programs at Good Shepherd’s Fold Academy in 2016 and 2019 and served a total of 113 pupils and students who have difficulty in reading. Out of this total, there were 36 (31.86%) recipients in 2016 and 77 (68.14%) learners in 2019.

The distribution of participants based on the year the program was conducted is presented in Table 1.

Table 1. Distribution of Participants

N= 113	Frequency	Percent
2016	36	31.86%
2019	77	68.14%

In 2016, the 36 recipients were 27 (75%) male and 9 (25%) female students. In terms of their year level, there were 9 (25%) Grade 7, 8 (22.2%) Grade 8, 11 (30.6%) Grade 9, and 8 (22.2%) Grade 10 students.

Table 2 presents the distribution of participants in terms of sex and grade level.

Table 2. Distribution of Participants in Terms of Sex and Grade Level (2016)

N= 36	Frequency	Percentage
Sex		
Male	27	75.0
Female	9	25.0
Grade Level		
Grade 7	9	25.0
Grade 8	8	22.2
Grade 9	11	30.6
Grade	8	22.2

The participants' reading skills were initially diagnosed, and the results revealed that there were 28 (77.78%) who "needs remediation" and 8 (22.22%) who "needs enhancement". After the remedial program, their reading skills were assessed again. From 28 students who "needs remediation", 6 (21.43%) of them were classified as "needs enhancement" and 22 (78.57%) as "independent reader". On the other hand, the reading skills of all students which were labelled as "needs enhancement" were advanced to "independent reader" level after the remedial reading session.

Table 3 shows the level of reading skills of the participants before and after the remedial reading program.

Table 3. Reading Skills Before and After the Remedial Reading Program

	Pre-Test		Post Test		Independent Reader	
	f	%	F	%	f	%
Needs Remediation	28	77.78	6	21.43	22	78.57
Needs Enhancement	8	22.22	-	-	8	100

In 2019, a total of 77 learners participated in the remedial reading program. There were 34 (44.16%) elementary pupils and 43 (55.84%) high school students. The elementary group was composed of 20 (58.8%) males and 14 (41.2%) females. In terms of their grade level, 7 (20.6%) Grade I, 8 (23.5%) Grade II, 5 (14.7%) Grade III, 4 (11.8%) Grade IV, 8 (23.5%) Grade V, and 2 (5.9%) Grade VI pupils. On the other hand, the high school group was comprised of 18 (41.9%) males and 25 (58.1%) females. They were Grade 7 (N=23, P=53.5%) and Grade 8 (N=20, P=46.5%) students.

Table 4. Distribution of the Participants in Terms of Sex and Grade Level.

N=77	Frequency	Percentage
A. Elementary	34	44.16
Sex		
Male	20	58.8
Female	14	41.2
Grade Level		
Grade I	7	20.6
Grade II	8	23.5
Grade III	5	14.7
Grade IV	4	11.8
Grade V	8	23.5
Grade VI	2	5.9
B. High School	43	55.84
Sex		
Male	18	41.9
Female	25	58.1
Grade Level		
Grade VII	23	53.5
Grade VIII	20	46.5

The Table 5 presents the reading skills as results of the diagnostic test before and after the remedial reading program. Initially, the elementary group is composed of 20 (58.82%) and 14 (41.18%) pupils who were diagnosed as "needs remediation" and "needs enhancement", respectively. After the remedial reading sessions were conducted, the reading skills of the elementary group were improved. The results revealed to have 1 who was labelled as "needs enhancement" and 33 who were in the "independent reader" level. Moreover, the high school group is composed of 21 (48.84%) who were labelled as "needs remediation" and 22 (51.16%) who were labelled as "needs enhancement". After the program, the reading skills of the remedial group were assessed. There were 9 students remained in the remedial level, 21 students who were advanced in the enhancement level, and 13 were already in the "independent reader" level.

Table 5. Reading Skills of Participants Before and After the Remedial Reading Program

N=77	Pre-Test				Post Test					
	Needs Remediation		Needs Enhancement		Needs Remediation		Needs Enhancement		Independent Reader	
	F	%	f	%	f	%	f	%	f	%
Elementary (N=34)	20	25.97	14	18.18	-	-	1	1.30	33	42.86
High School (N=43)	21	27.27	22	28.57	9	11.69	21	27.27	13	16.88

Preservation of Historical Places in Buenavista

Table 6 presented the profile of the respondents of this study. There were 18 (39.1%) males and 28 (60.9%) females. In terms of their occupation, there were 15 (32.6%) barangay officials, 8 (17.4%) homemakers, 10 (21.7%) students, 5 (10.9%) working professionals, and 8 (17.4%) private and public employees.

Table 6. Distribution of the Participants in terms of their Sex and Occupation

N= 46	f	%
<i>Sex</i>		
Male	18	39.1
Female	28	60.9
<i>Occupation</i>		
Barangay Official	15	32.6
Homemaker	8	17.4
Student	10	21.7
Working Professional	5	10.9
Private/Public Employee	8	17.4

The impacts of the extension program for the preservation of historical places in Buenavista, as perceived by the folks, were presented in Table 8. After the extension service was conducted, there were 38 (82.6%) who agreed, 5 (10.9%) who were undecided, and 3 (6.5%) who disagreed that they are now motivated to participate in the preservation of the historical places. 41 (89.1%) agreed, 2 (4.3%) disagreed, and 3 (6.5%) could not decide that the activity made them more aware of the existing historical places in the community. The activity was able to make the folks knowledgeable about the history of these places in which 36 (78.3%) agreed, 4 (8.7%) disagreed and 6 (13.0%) of them were undecided. Moreover, 43 (93.5%) agreed, 1 (2.2%) disagreed and 2 (4.3%) undecided that they are now proud of these places in their community. Out of the total respondents, 40 (87.0%) agreed, 2 (4.3%) disagreed and 4 (8.7%) undecided that they are now willing to promote these places to other people who are not from their barangay. 43 (93.5%) believed that they are now motivated to attend meetings about the preservation of the historical places and other activities of the barangay and further attested that they are now willing to give assistance to the barangay to promote these places while 2 (4.3%) disagreed and 1 (2.2%) is undecided. In contrary, 23 (50.0%) of the respondents disagreed that they are now seeing more people to come and visit the historical places but 17 (37.0%) agreed and 6 (13.0%) are undecided. Furthermore, 39 (84.8%) of them are now seeing assistance coming from the local government unit and other agencies to preserve the places while 4 (8.7%) did not agree and 3 (6.5%) could not decide. Lastly, 24 believed that they are now earning because of the preserved places.

Table 7. Perceived Impacts of the Preservation of Historical Places in Buenavista Project to the Respondents

I am now...	Agree		Disagree		Undecided	
	f	%	f	%	f	%
motivated to participate in the preservation of the historical places.	38	82.6	3	6.5	5	10.9
more aware of the existing historical places in the community.	41	89.1	2	4.3	3	6.5
knowledgeable about the history of these places.	36	78.3	4	8.7	6	13.0
proud of these places in my community.	43	93.5	1	2.2	2	4.3
willing to promote these places to other people who are not from our barangay.	40	87.0	2	4.3	4	8.7
motivated to attend meetings about the preservation of the historical places and other activities of the barangay.	43	93.5	2	4.3	1	2.2
seeing more people to come and visit the historical places.	17	37.0	23	50.0	6	13.0
willing to give assistance to the barangay to promote the historical places.	43	93.5	1	2.2	2	4.3
seeing assistance coming from the local government unit and other agencies to preserve the places.	39	84.8	4	8.7	3	6.5
earning because of these preserved historical places.	24	52.2	10	21.7	12	26.1

Training Workshop on Technical Writing Skills of Barangay Officials

The technical writing workshop was attended by 5 (13.9%) male and 31 female barangay secretaries. In terms of the respondents' age, there were 9 (25.0%) who were below 20 years old, 21 (58.3%) who were 20 to 40 years old, and 6 (16.7%) who were above 40 years old. Moreover, the respondents include 5 (13.9%) college graduates, 14 (38.9%) college level, and 17 High School graduates when the respondents were classified as to their educational attainment. The data are presented in Table 8.

Table 8. Profile of Respondents in Terms of Sex, Age and Educational Attainment

N= 36	f	%
<i>Sex</i>		
Male	5	13.9
Female	31	86.1
<i>Age</i>		
Below 20	9	25.0
20 to 40	21	58.3
Above 40	6	16.7
<i>Educational Attainment</i>		
College Graduate	5	13.9
College Level	14	38.9
High School Graduate	17	47.2

Table 9 presents the perceived impact of the extension program to the technical writing skills of the barangay secretaries. Out of the total number of respondents, 33 (91.7%) agreed and 3 (8.3%) who are undecided that their participation to the extension program made them motivated to accomplish the tasks assigned to them as barangay secretaries and are willing to promote the extension activities of Guimaras State College to other people. 30 (83.3%) agreed, 1 (2.8%) disagreed, and 5 (13.9%) undecided that they are now more confident in writing reports, letters, minutes, etc. Further, there were 28 (77.8%) agreed, 4 (11.1%) disagreed, and 4 (11.1%) were undecided that after their participation to the extension program they are now able to present clearly their thoughts in comprehensive write-ups and they are confident in using computers to create written reports and documents. Moreover, the extension program was able to make the recipients received affirmations because of the quality of the documents submitted and created by the secretaries and

this is supported by the 34 (94.4%) respondents but there were 2 (5.6%) who were undecided. Furthermore, 30 (83.3%) agreed that they are now confident to work with other barangay officials but 4 (11.1%) disagreed and 2 (5.6%) were undecided. Due to this program, the recipients are now able to assist family members and others in making written reports and documents with 27 (75.0%), 2 (5.6%), and 7 (19.4%) undecided about this impact. Also, there were 29 (80.6%) who agreed, 2 (5.6%) who disagreed, and 5 (13.8%) who are undecided that they are now willing to share to other officials in my assigned barangay what they have learned from the program. Lastly, 33 (91.7%) agreed, 2 (5.6%) disagreed, and 1 (2.7%) was undecided that they are now independent in working the written reports and documents.

Table 9. Impact of the Extension Program to the Technical Writing Skills of the Barangay Secretaries in Buenavista, Guimaras

N=36 Because of my participation to the extension program, I am now...	Agree		Disagree		Undecided	
	f	%	f	%	f	%
motivated to accomplish the tasks assigned to me as a secretary.	33	91.7	0	0	3	8.3
more confident in writing reports, letters, minutes, etc.	30	83.3	1	2.8	5	13.9
able to present clearly my thought in comprehensive write-ups.	28	77.8	4	11.1	4	11.1
receiving affirmations because of the quality of the documents I submitted or created.	34	94.4	0	0	2	5.6
willing to promote the extension activities of Guimaras State College to other people.	33	91.7	0	0	3	8.3
confident to work with other barangay officials.	30	83.3	1	11.1	2	5.6
able to assist my family members and others in making written report and documents.	27	75.0	2	5.6	7	19.4
confident in using computers to create written reports and documents.	28	77.8	4	11.1	4	11.1
willing to share what I learned to other officials in my assigned barangay.	29	80.6	2	5.6	5	13.8
independent in working the written reports and documents.	33	91.7	2	5.6	1	2.7

Health Information Awareness and Clean-Up Drive

Data in Table 10 presents the distribution of respondents in terms of their sex, age, educational attainment, and occupation. There were 17 (34.0%) male and 33 (66.0%) female respondents. In terms of their age, there 6 (12.0%) who are below 20 years old, 20 (40.0%) who are from 20 to 40 years old, and 24 (48.0%) who are above 40 years old. In terms of their educational attainment, there were 8 (16.0%) who were college graduates, 21 (42.0%) who were college level, and 21 (42.0%) who were high school graduates. Lastly, in terms of their occupation, there were 10 (20.0%) barangay officials, 5 (10.0%) homemakers, 7 (14.0%) laborers, 6 (12.0%) students, 7 (14.0%) professional practitioners, 8 (16.0%) small business owners, 4 (8.0%) employees, and 3 (6.0%) who have other occupations aside from the ones mentioned earlier.

Table 10. Distribution of Respondents' Profile in Terms of Sex, Age, Educational Attainment, and Occupation

N= 50	f	%
Sex		
Male	17	34.0
Female	33	66.0
Age		
Below 20	6	12.0
20 to 40	20	40.0
Above 40	24	48.0
Educational Attainment		
College Graduate	8	16.0
College Level	21	42.0
High School Graduate	21	42.0
Occupation		
Barangay Official	10	20.0
Homemaker	5	10.0
Laborer (Carpenter, Farmer, etc.)	7	14.0
Student	6	12.0
Professional Practitioner (Teachers, Lawyer, Nurse, etc.)	7	14.0
Small Business Owners (Sari-Sari Store owner, Food Vendor, etc.)	8	16.0
Employee (Private and Public)	4	8.0
Others	3	6.0

The data in Table 11 reveal the impact of health awareness campaign and clean-up drive as perceived by the respondents. There were 36 (72.0%) agreed, 5 (10.0%) disagreed, and 9 (18.0%) undecided that they are now washing their hands often after doing any chores and before eating. Likewise, there were 23 (46.0%) who agreed that after the conduct of the activities they are more particular with the food they eat in relation to its nutritional content but there were 16 (32.0%) who disagreed and 11 (22.0%) who were undecided. There were 41 (82.0%) who agreed but 3 (6.0%) who disagreed and 6 (12.0%) who were undecided that they are now maintaining the cleanliness of their houses and backyards often. Further, 40 (80.0%) of the respondents agreed with 2 (2.0%) disagreed and 8 (16.0%) who are undecided that they are now observing cleanliness in the clothes that their family members are wearing. Most of the respondents disagreed (f=28, P=56.0) that they are now regularly consulting to physicians or barangay health workers for consultation but there were 12 (24.0%) who agreed and 10 (20.0%) who were undecided. Moreover, there were 39 (78.0%) agreed, 2 (4.0%) agreed, and 9 (18.0%) undecided respondents that they are now segregating wastes into bio, non- degradable and recyclable materials. Nevertheless, 24 (48.0%) respondents who agreed, with 23 (46.0%) who disagreed and 3 (6.0%) undecided, that they are now actively participating in the clean-up drive initiated by the barangay. To mention, 20 (40.0%) who were undecided and 18 (36.0%) who disagreed and only 12 (24.0%) agreed that they are now aware that there is a decreased in the number of sick and death cases in the barangay. In addition, majority of the respondents who disagreed (f=22, P=44.0) with less number of respondents who were undecided (f=16, P=32.0%) and agreed (f=12, P=24.0%) that they are now receiving medical assistance from the barangay and the LGU. Lastly, there was an equal number of respondents who agreed and disagreed (f=18, P=36.0) while 14 (28.0%) who are undecided that they are now seeing disease-prevention mechanisms implemented by the barangay officials.

Table 11. Impact of Health Information Awareness and Clean-Up Drive

I am now...	Agree		Disagree		Undecided	
	f	%	f	%	f	%
washing my hands often after doing any chores and before eating.	36	72.0	5	10.0	9	18.0
more particular with the food I eat in relation to its nutritional content.	23	46.0	16	32.0	11	22.0
maintaining the cleanliness of my house and backyards often.	41	82.0	3	6.0	6	12.0
observing cleanliness in the clothes that my family members are wearing.	40	80.0	2	4.0	8	16.0
regularly consulting to physicians or barangay health workers for consultation.	12	24.0	28	56.0	10	20.0
segregating wastes into biodegradable, non-biodegradable and recyclable materials.	39	78.0	2	4.0	9	18.0
actively participating in the clean-up drive initiated by the barangay.	24	48.0	23	46.0	3	6.0
aware that there is a decrease in the number of sick and death cases in the barangay.	12	24.0	18	36.0	20	40.0
receiving medical assistance from the barangay and the LGU.	12	24.0	22	44.0	16	36.0
seeing any disease-prevention mechanisms implemented by the barangay officials.	18	36.0	18	36.0	14	28.0

CONCLUSIONS

Based on the findings the respondents were proud of the historical places and motivated to attend in meetings regarding the preservation and other activities of the barangay. This may be denoted that the residents established a strong connection to their barangay. Further, this connection may be the result of the services of the barangay to improve the lives of the residents. Moreover, they perceived that the extension activities initiated and conducted by the Guimaras State College – College of Teacher Education have greatly impacted their lives and the community, in general. It could be inferred that the college have responded to the emerging needs of the people and the community. This is supported by their active participation to these extension activities. The training workshop on technical writing skills of the barangay officials have greatly impacted the secretary with evidence that they have received affirmations for the quality of the documents they submitted or created and they become independent in working written reports and documents. This could be inferred that the extension service or activity is congruent to the nature of the work of the secretaries. To mention the educational attainment of the respondents, most of them are high school graduates. And with this, the extension service may serve as an ideal avenue or opportunity to impart, and even improved, the knowledge and skills. It was evident in the study that the Health Information Awareness and Clean-Up Drive impacted the lives of the

recipients in terms of observing cleanliness in the clothes that their family members are wearing; maintaining the cleanliness of their houses and backyards often; and segregating wastes into biodegradable, non-biodegradable and recyclable materials. This may be concluded that they started taking disease-preventive actions at home since materials are available and they have the direct control over family members. Lastly, this is supported by our Filipino values and ideals of "everything starts at home".

REFERENCES

- Adanza, E. G., Bermundo, P. J., & Rasonabe, M. B. (2009). *Methods of Research: A Primer* (P.48). Manila, Philippines: Rex Book Store.
- Chua, V. D., Caringal, K. P., De Guzman, B. R. C., Baroja, E.A., Maguindanao, J. B., & Caiga, B.T. (2014). Level of Implementation of the Community Extension Activities of Lyceum International Maritime Academy. *Educational Research International*, 3(3), 19-28.
[http://www.erint.savap.org.pk/PDF/Vol.3\(3\)/ERInt.2014\(3.3-03\).pdf](http://www.erint.savap.org.pk/PDF/Vol.3(3)/ERInt.2014(3.3-03).pdf)
- Dorius, N. (2011). *Measuring Community Development Outcomes: In search of an Analytical Framework*, *Economic Development Quarterly*, 25:267, Sage Publishing U.K.
- Dugyon, E.M.C. (2016). *Impact of Community Extension Programs on the Residents of Selected Adopted Barangays of Ifugao State University, Philippines*.
- Dilao, A.B. (2015). *Impact of Community Extension Program on the Residents of Barangay Catadman-Manabay*. Retrieved from local.lsu.edu.ph on August 6, 2018.
- Gonzales, A.C. (2008). *Perception of College Faculty towards Community Extension*, 13(2).
- Rubio, J. A. M. A., Pentinio, C. V. P., Ascan, J. C., Mendoza, M. C. D., Vito, J. V., & Encio, H. A. (2016). *Involvement in community extension program of business administration students in one higher education institution in the Philippines*. *Asia Pacific Journal of Multidisciplinary Research*, 4(1), 109–122.