



Effectiveness of Community Extension Program and Services at NV9 Iba O' Este, Calumpit, Bulacan

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Abstract

The study was an attempt to determine the effectiveness of community extension programs and services at NV9, Iba O' este, Calumpit, Bulacan. It also sought to define the significant changes contributed by the University Community extension program and services to the lives of the family- beneficiaries, and their recommendations for the improvement of the same. The descriptive type of research was utilized through the administration of a locally-constructed questionnaire. Data were tabulated, frequency counts, mean scores and percentages were employed to measure the phenomenon under study. Results revealed that overall, beneficiaries perceived both health services-related and education-related programs as *highly effective*, while institutional development and capacity building-related activities and social services as *effective*. Family-beneficiaries are of a consensus that the community extension program and services should be continued in as much as they greatly benefited from them.

Keywords: community extension; extension program; services; beneficiaries.

1. Introduction

Poverty is the state for the majority of the world's peoples and nations [1]. Behind the growing interconnectedness promised by globalization are practices, policies, and global decisions. The Philippines' poverty line marks a per capita income of 16,841 pesos a year.

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Based on the data presented by the National Statistics Coordination Board, more than one-quarter (27.9%) of the population fell below the poverty threshold during the first semester of 2012, an approximate 1 per cent increase since 2009 [2]. As an effect, the social welfare policies, programs, and services were formulated with the aim of helping and responding to the needs of the members of society and to ensure that the government has a plan for the community's development. Moreover, due to many problems and concerns in our society, participation, and support from other private sectors are needed to continually implement programs and services that respond to the needs of the people. To provide opportunities for the continuing development of the human potentials in the community, the La Consolacion University of the Philippines or LCUP (formerly University of Regina Carmeli), as an institution of higher learning has deliberately opted for a transformative paradigm in its educative mission from purely quality formal education to the concept of lifelong education actualized through the different services and programs that are responsive, empowering and liberating. These are integrated into the institution's functions of teaching, research, and extension. Since LCUP was established in 1937, community development and extension service have been a part of its educational program. Its efforts to involve itself in the people's development and formation go beyond the formal classroom setting through the various community extension programs that are specifically designed to assist different target clientele particularly the marginalized. These programs and services were organized around departments and units. Each department has its specific focus and community extension agenda. However, when brought together, they can provide a broad spectrum of integrated, and efficient services favorable to the clientele. The University continues to create opportunities to increase the community's ability to build and sustain the promotion of quality of life. The commitment to move towards community-building and development entails the participation of the entire university staff, students and its recipients. The overall objective of the University as a private sector is to focus on an enabling environment in the community, child care, and growth and development. It also seeks to address factors that contribute to the immediate and underlying cause of child under-nutrition. This was achieved by instituting coordination with multi-sectorial partners for nutrition security, capacity building for parents and health personnel. For many years, the University has wholeheartedly dedicated its service to different adopted communities, one of which is Northville 9 community in Iba O'Este, Calumpit, Bulacan. In line with the University thrusts, the community extension Office implemented the following programs and projects that focused on the most disadvantaged in the community *Lusog-Busog Program, ABAKADA ni Venerable Madre Consuelo, Night College, Lipat-Kaalaman Program and the Taas-Noo, Pinoy ako Program*. All social welfare policies are intended to help the poor overcome their difficulties so that they can be empowered to live and lead a productive and self-reliant existence. Therefore, it is important to scrutinize whether these current programs and services achieve their desired goal. This reason provides somehow a "clear picture" regarding the effectiveness of the current program particularly on the lives of its beneficiaries.

1.1 Statement of the Problem

The study aimed to assess the level of effectiveness of community extension programs and services in NV9, Iba O'Este, Calumpit, Bulacan. Specifically, the study sought to answer the following questions: 1. What is the level of effectiveness of community extension programs and services? 2. What significant changes do the community extension programs and services contribute to the family-beneficiaries of NV9? 3. What recommendations can the respondents/beneficiaries provide in relation to the community extension programs

and services?

1.2 Scope and Delimitation

The study was delimited to the NV9 residents who were recipients of the programs and services of the LCUP community extension services office. Also, the study focused on the four (4) key areas of the program namely: Health and Nutrition, Education, Capability Building, and Social services, of which the beneficiaries themselves are the respondents. For the Health and Nutrition area, recipients were confined to undernourished children ages 3 to 12; for the Education area, the *ABAKADA* project was focused on Grades 4 to 6 pupils of NV 9 while the *Night College* program's beneficiaries targeted residents who wish to finish their college studies while working; for the Capability Building area, volunteer youth and adult leaders numbering 20 are the respondents while for social services that aim to enhance self-awareness, character building, psychological and spiritual roundness targeted beneficiaries of the different programs as well as their parents and volunteers.

1.3 Significance of the Study

Several benefits from the study were identified. This study could: (a) serve as a basis to assess the level of effectiveness of the program based on the perception of the beneficiaries, (b) evaluate the responsiveness of the program to the changing needs of the society, (c) give way to the participation of the recipients not only in its implementation but also in the evaluation of the program since they are the service users (d) determine possible areas of the program which need improvement, (e) provide valuable insights that can assist both the implementers and the beneficiaries for further improvement of the program, (f) pave the way for LCUP personnel to become more aware of the program and initiate constructive changes if necessary with an end goal of achieving better social functioning and role performance satisfaction especially on the part of the beneficiaries. Hence, this study is of importance to both social welfare and social work.

1.4 Theoretical and Conceptual Frameworks

The present study was anchored on the Systems Theory which is defined as a whole consisting of interdependent and interacting parts, or a set of units with relationships among them. In this theory, all social units - individuals, groups, organizations, and communities are conceived of as a system [3]. It is a holistic and multidisciplinary perspective wherein its concepts have been found useful in describing complex activities [4]. It focuses on the arrangement and relations between the parts which connect them into a whole introduced by Ludwig Von Bertalanffy [3]. He argued that a system would be a set of elements in interaction or a complex of "interacting systems." Indeed, the systems theory is multileveled and can be applied equally well to the largest-scale and the smallest scale, to the most objective and the most subjective aspect of the social world. Social workers utilizing the systems theory view societies and social groups as dynamic systems. They are concerned with improving the conditions of the individuals who make up such systems. Social workers who are concerned with policy making use system's theory to understand how public policy could improve living conditions and help bring about social equality for those living within large social systems, such as cities, nations, or even the world [6]. This theory applies to the present study in various ways: First, the systems theory is composed of

essential elements namely: input, throughput, output, and feedback which represents variables of the study. The input, which pertains to resources necessary to implement the intervention [3] refer to the community extension programs and services. The throughput, which is the movement of inputs and outputs through a production process [7] were the services, activities and system of delivery of the program. The output of the study was the immediate results of the program or intervention plan [3]. All of these were the results of either positive or negative feedback regarding the level of effectiveness of the said program. Secondly, the researcher gained an adequate understanding of the theory when the study was viewed as a system with interdependent and interacting parts which were identified to realize the individual roles and functions of the elements within the system. Finally, the utilization of this theory in the present study helped in analyzing all the variables of the study and how each of them affect the results of the study and the functioning of the system. The conceptual framework of this study was intended for the readers to comprehend the process involved in conducting this present study in its entirety. Figure 1 illustrates the paradigm of the study.

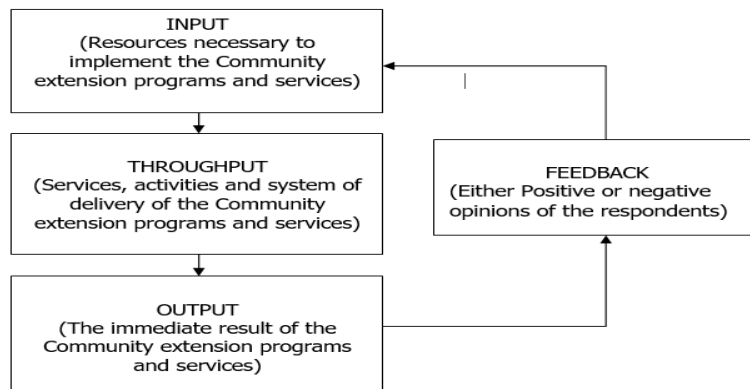


Figure 1: Conceptual paradigm

2. Materials and Methods

2.1 Research Design

The study made use of the descriptive design and survey method to describe the level of effectiveness of community extension programs and services which was made possible through the administration of a standardized questionnaire to gather the needed information for the study. It likewise gathered significant changes that impacted the beneficiaries' families as a result of the extension program and services as well as their recommendations for the improvement of the program implementation.

2.2 Data Gathering Procedure and Statistical Treatment

First and foremost, the approval to conduct the study was solicited from the University President. The Research and Publications Office was also informed of the conduct of research. The contents of the questionnaire were explained to the respondents for easier understanding of the items. Data gathered were tallied, tabulated, processed, interpreted and analyzed.

2.3 Instrument Used

The instrument used to gather data was the survey questionnaire. It was answered by beneficiaries of different programs and services implemented by the community extension office in Northville 9. It was a locally-constructed survey questionnaire composed of three parts. Part-I was composed of nineteen (19) items listing the services and objectives of the program which were categorized into; health services-related program, education, institutional development and capability building related activities as well as social services. Moreover, each item were rated: 3-highly effective, 2- effective and 1-least effective. Part-II focused on the significant changes contributed by Community Extension Programs and services to the family-beneficiaries; and the Part-III comprised of the recommendations of the beneficiaries in which respondents were free to give their answers.

2.3.1 Ratings and Qualitative Descriptions

In assessing the effectiveness of (1) health-related programs and services, (2) institutional development and capacity building-related services, and (3) social services, the following scale was used with corresponding descriptive interpretation:

1.00-1.50 Least Effective (LE)

The program did not produce the desired effect as perceived by the beneficiaries, meaning that the health, education and social aspects of the family beneficiaries or community residents of NV9 did not change significantly or the beneficiaries' situation was still the same as in the past despite the Community Extension program and services being implemented.

1.51 – 2.49 Effective (E)

The program produced the desired effect as perceived by the beneficiaries, meaning that the Community Extension program and services responded positively to the health, education and social needs of the family beneficiaries when it was implemented.

2.50 – 3.00 Highly Effective (HE)

The program greatly produced the desired effect as perceived by the beneficiaries, meaning that the Community Extension program and services not only responded to the education and health aspects of the family beneficiaries but also contributed to the improvement of their lives. For education-related program and services, increase in the number of subjects with evident improvement in the beneficiaries' performance in the National Assessment Test (NAT) were analyzed using the following scale:

0 to 1 out of 5 subjects Least Effective (LE)

The education-related program and services have minimal or no contribution at all to the enhancement of the

beneficiaries' performance in the NAT.

2 to 3 out of 5 subjects Effective (E)

The education-related program and services have a great or significant contribution to the enhancement of the beneficiaries' performance in the NAT.

4 to 5 out of 5 subjects Highly Effective (HE)

The education-related program and services have a very great or very significant contribution to the enhancement of the beneficiaries' performance in the NAT. Lastly, the significant changes or impact contributed by the said program to its beneficiaries and the recommendations pertaining to the program were noted down after relevant interviews were conducted.

3. Results and Discussions

On the whole, the beneficiaries' perceived health services-related programs and services of the community extension office as *highly effective*. This is evidenced by the overall mean result of 2.54 as presented in Table 1, which is further interpreted as: the program has greatly produced the desired effect as perceived by the beneficiaries, meaning that the Community Extension program and services not only responded to the education and health aspects of the family beneficiaries but also contributed to the improvement of their lives. All items were rated as *highly effective*. The two items that obtained the highest computed means of 2.70 were: *Regular monitoring of the nutritional status and growth of all children covered by the program*, and *seminars on health and sanitation*.

The results of the preceding table was supported by Table 2 which presents the nutritional status report of the community extension office's feeding program, which was based on the increase in the body mass index (BMI) of the beneficiaries. Apparently, a total of 40 out of 50 undernourished children, gained normal weights as a result of the feeding program, representing eighty percent (80%) of the total beneficiaries, thereby confirming the perception of the beneficiaries of the *highly effective* health-related community extension programs and services. Noteworthy to mention, however, was the percentage of children who were still underweight and severely underweight despite the regular implementation of the feeding program, representing 12% (6 children) and 8% (4 children) respectively of the total feeding program beneficiaries.

Ratings of at least 75% proficiency level suggest a passing mark in all learning areas. Table 3 shows the level of effectiveness of education-related program and services of the community extension services office. Overall, it could be said that education-related programs and services were *highly effective*. It could be culled from the data presented that the NAT performance of program recipients in 4 out of 5 subjects namely: Filipino, English, Science and HEKASI had improved as compared to the previous year's performance. Of the 5 subjects taken in the NAT, only Mathematics registered a decrease in the performance of the beneficiaries. A closer look at Table 3 revealed that overall, there was a 0.45% increase in the average performance percentage in the National Achievement Test as a result of the tutorial service from 95.70 in 2012-2013 to 96.13 in 2013-2014.

Table 1: Level of Effectiveness of Health Services- Related Programs as Perceived by its Beneficiaries

A.	Health Services-Related Program	Level of Effectiveness			Weighted Mean	Interpretation
		3 (HE)	2 (E)	1 (LE)		
A.1. Feeding Program						
1.	Improvement in the health condition of children beneficiaries	34	8	4	2.65	Highly Effective (HE)
2.	Deworming.	29	15	2	2.59	Highly Effective (HE)
3.	Provide vitamins and medicines to the ill.	31	10	5	2.57	Highly Effective (HE)
4.	Regular monitoring of the nutritional status and growth of all children covered by the program.	35	8	3	2.70	Highly Effective (HE)
5.	Refer to appropriate health unit any health and nutrition related problems of children.	32	10	4	2.61	Highly Effective (HE)
A.2 Seminars on Health and Sanitation						
		36	6	4	2.70	Highly Effective (HE)
Over- all Rating		224	117	27	2.54	Highly Effective (HE)

N= 46

Table 2: Nutritional Status Report(based on BMI)

Nutritional Status	Male	Female	Frequency (f)	Percentage (%)
Severely Underweight (SU)	1	3	4	8%
Underweight (U)	2	4	6	12%
Normal (N)	17	23	40	80%
Overweight (O)	0	0	0	0%
Total	20	30	50	100%

Table 3: Effectiveness of Educational Services- Related Programs as Perceived by its Beneficiaries

Learning Areas	School Year 2013-2014	School Year 2014-2015	NAT Performance Rate inc(dec)	Remarks
Filipino	95.58	96.79	1.5%	Increased performance
Mathematics	99.02	96.93	(2.11%)	Decreased performance
English	91.06	91.93	0.95%	Increased performance
Science	94.09	95.95	1.98%	Increased performance
HEKASI	98.76	99.05	0.29%	Increased performance
Total Score	95.70	96.13	0.45%	Increased performance

Note: 4 out of 5 subjects have increased performance rating - **highly effective**

Table 4: Level of Effectiveness of Institutional Development and Capacity-building Programs and Social Services as Perceived by Beneficiaries

Institutional Development and Capability Building Related Activities	Level of Effectiveness			Weighted Mean (x)	Interpretation
	3 (HE)	2 (E)	1 (LE)		
Leadership Training & Team Building Activities					
1. Develop the abilities/skills of the NV9 community members to become a leader.	17	22	1	2.40	Effective (E)
2. The participants are able to identify and understand his/her own particular duties and responsibilities as a leader.	17	21	2	2.38	Effective (E)
3. The community leaders and members developed unity and camaraderie among others.	18	16	6	2.30	Effective (E)
4. Increased capability and skills of each member	17	21	2	2.38	Effective (E)
C.2. Dialogue of Life					
1. The students become aware of what kind of situation thus some of our families today experiencing of.	18	16	6	2.30	Effective (E)
2. It enables the students to interact with the community residents and acquire awareness on the plight of our less fortunate brothers and sisters.	18	20	2	2.40	Effective (E)
3. It awakens the students' social responsibility and thus become Christian-centered stewards of the community.	19	16	5	2.35	Effective (E)
4. The community residents felt their dignity as a person.	20	13	7	2.33	Effective (E)
D. Social Services					
1. Baptismal (<i>Binyag</i>)	20	14	6	2.35	Effective (E)
Over-All Rating	164	159	37	2.35	Effective (E)

N=40

It could be gleaned from the results demonstrated in Table 4 on the page that follows that implementing institutional development and capability building-related activities and social services were rated by the respondents as *effective* in as much as the gained mean result was 2.35. It could be further inferred from the results that the program, as perceived by the beneficiaries, has produced the desired effect, meaning that the Community Extension program and services responded positively to the health, education and social needs of the family beneficiaries when it was implemented.

3.1 Significant Changes Contributed by the Community Extension Program Programs and Services to the Family Beneficiaries

Among the significant changes brought about by the implementation of the programs and services of the community extension services office as claimed by the respondents during the interviews conducted were: significant changes in the children's body weights through the regular feeding program, more disciplined and

healthier eating habits, closer bonds with family and neighbors, improved well-being, more enhanced study habits for children, more opportunities opened for scholarships, values integration, imbibed good manners, and more independent ways of sustaining the family.

3.2 Beneficiaries' Suggestions for Improved Programs and Services

As a result of the interviews with the program recipients, their suggestions were as follows: that the community extension program and services be continued, that the benefits be extended to more residents outside the NV 9 leaders' social circle of friends and relatives, that the possibility of creating job opportunities for some residents be considered for beneficiaries to sustain their own and their children's education, that health-related services include free medical services, and that sustainable livelihood program be initiated.

4. Conclusions and Recommendations

Based on the foregoing findings, the following conclusions were drawn: The program produced the desired effects to the beneficiaries especially to the key areas of Health as well as in Education, the Institutional Development and Capability Building Related Activities and Social Services. On the other hand, the ability to continue sending the youth to school was the common significant change under education services through ALS. Aside from these four key areas, there are other significant changes that occurred in the lives of the family beneficiaries brought about by the program. Furthermore, continuing or extending the program was the general recommendation because of its help to the health, education and family life situation of the beneficiaries. Based on the following findings and conclusions, the following recommendations are hereby given:

1. All the University departments could give the community residents seminars, trainings and other relative activities based on their assessment of needs and expertise as part of their extension activities.
2. The LCUP community Extension Office should continue to strengthen their partnership with the other non- government organization and government agencies in the implementation of the community extension program through factual and consistent monitoring and evaluation of the program and its beneficiaries.

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Appendix A: Increase in Body Mass Index(BMI) of Beneficiaries

Table 5

NORTHVILLE 9 ELEMENTARY SCHOOL BENEFICIARIES							
No.	Names	Date of Birth	Sex	Weight	Height	BMI	Nutritional Status
1.	LUMBRE, JAYVEE	1/8/2003	M	26kg	129cm	15.6	NORMAL
2.	RODRIGUEZ, JUSTINE Y.	10/23/2006	M	20kg	119cm	14.12	NORMAL
3.	RUELO, JEROME	1/26/2004	M	23	128	14.04	NORMAL
4.	BERNARDO, AARON F.	1/25/2006	M	23	129	13.82	NORMAL
5.	RICALDE, JOHN MARK D.C	11/2/2005	M	21	124	13.66	NORMAL
6.	NARCISO III, RICARDO	1/20/2005	M	22kg		13.43	NORMAL
7.	RUELO, JEFFREY	9/23/2001	M	30	138	15.75	NORMAL
8.	MANJERON, JOHN CARLO	7/28/2002	M	27	139	13.97	UNDERWEIGHT
9.	TALARO, PATRICK	12/19/2002	M	28	134	15.59	NORMAL
10.	BUCAO, CHARIZ P.	3/8/2009	F	16	103	15.08	NORMAL
11.	ESCABAS, CHRISHA MAE W.	1/4/2009	F	13	100	13	NORMAL
12.	SARMIENTO, KC LUCIA R.	2/13/2008	F	15.5kg	103cm	14.6	NORMAL
13.	FRIAS, JENNELYNE N.	5/5/2009	F	15	103	14.14	NORMAL
14.	GANTALAO, ALLYZA JOY S.	11/12/2008	F	15	103	14.14	NORMAL
15.	SANTIAGO, EDEN A.	2/28/2009	F	15	98	15.62	NORMAL
16.	GASPAR, STEPHANIE TRISH D.C.	9/28/2008	F	13	100	13	NORMAL
17.	PANGILINAN, ANNA LEA M.	7/12/2006	F	20	117	14.61	NORMAL
18.	EMPREDO, EVELYN S.M.	3/7/2005	F	19	121	12.98	UNDERWEIGHT
19.	RICALDE, RENALYN D.C	2/18/2004	F	25	136cm	18.26	NORMAL
20.	PADECER, MARIA BETHLEHEM M.	4/19/2000	F	31	156cm	13.24	SEVERLY UNDERWEIGHT
21.	ABRASADO, JONAMIE	6/4/2002	F	27kg	145cm	12.84	SEVERELY UNDERWEIGHT
22.	ALPES, CATHERINE	1/26/2001	F	32	148	14.61	UNDERWEIGHT
NV9 COMMUNITY BENEFICIARIES							
No.	Names	Date of Birth	Sex	Weight	Height	BMI	Nutritional Status
1.	BUBOY BISMONTE	7/7/2006	M	19	119cm	13.42	NORMAL
2.	JOHN LLOYD OROLOPO	7/12/2013	M	9	69cm	18	NORMAL
3.	BUBOY CENTELISE	12/4/2010	M	12	94cm	14	NORMAL
4.	YUAN S. MENGOTE	3/21/2010	M	14	96cm	15	NORMAL
5.	PATRICK TUANTE	8/27/2010	M	15	91cm	18	NORMAL
6.	ROMANO CAS TILLO	12/20/2010	M	8.5	81cm	13.4	NORMAL
7.	FRITZ VIRGEL ABING	11/12/2008	M	13	101cm	12.7	UNDERWEIGHT
8.	VIRGELIO BRENT ABING	2/5/2012	M	9	82cm	13.06	NORMAL
9.	JOHN MATTHEW REYES	2/27/2011	M	12	64cm	29.3	NORMAL
10.	GIAN CARLO PANGILINAN	8/14/2007	M	15	104cm	13.61	NORMAL
11.	REN-REN VALDEZ	3/10/2011	F	14	92cm	16.54	NORMAL
12.	ANGEL ANN SACIL	11/23/2011	F	11	85cm	14	NORMAL
13.	CASSANDRA MAE ABAGA	4/1/2013	F	11	81cm	16.36	NORMAL
14.	MARJORIE PANGILINAN	9/19/2008	F	15	114cm	11.54	UNDERWEIGHT
15.	JEAN MAE POLINGON	1/22/2010	F	10	97cm	10.31	Severely underweight
16.	PAMELA TUANTE	6/19/2012	F	11	72cm	20.64	NORMAL
17.	PATRICIA TUANTE	4/1/2009	F	15	102cm	14.42	NORMAL
18.	JASMINE KYIA CENTILISIS	12/10/2008	F	16	111cm	12.76	NORMAL
19.	MONICA PANGILINAN	1/29/2007	F	18	117cm	13.5	NORMAL
20.	MARY ROSE TUANTE	8/23/2010	F	12	81cm	17.85	NORMAL
21.	ANGEL CARILO	3/6/2005	F	20	118cm	14.12	NORMAL
22.	FRANCHESKA FERNANDES	3/8/2009	F	15	100cm	15	NORMAL
23.	ANGELA FERNANDES	7/3/2012	F	10	78cm	16.02	NORMAL
24.	GABRIELLA ANNE MENESES	4/17/2006	F	18	116cm	13.15	UNDERWEIGHT
25.	ROSE MAE REYES	2/19/2012	F	10	85cm	13.84	NORMAL
26.	JAIRO PADECER	7/3/2002	M	21	137	11	SEVERELY UNDERWEIGHT
27.	RICA VILLANUEVA	4/24/2011	F	22	90	13	NORMAL
28.	ASHBY ARSENO	10/29/2012	F	6kg	83cm	12.78	NORMAL

Prepared by: NV9 Elementary School, CAMS and Extension Office