Revisiting Extension Programs: The Key to Sustainability

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ABSTRACT: The Isabela State University has the mandate to provide effective education and training of the needed manpower resources through its four major functions: research, extension and production. It has been a part of its Core Values to have a consistent engagement with the public by mobilizing all available human resources in all its programs to cater the needs of its clienteles.

Hence, the proponents came up with this study, revisiting the Extension Programs of the campus for the past 6 years, from 2014-2019, to better understand its existing situation which will be the basis in planning and formulating measures and strategies to come up with a more responsive extension programs.

The proponents performed the Descriptive- Quantitative Research, documentary analysis and interview. The result of the study shows that among the implemented projects, most of them fall under the project category, LGU Capability Building with 28 or 49.09%.; College of Education has the highest number of involvement with 25 or 43.86%; Instructor position are the major proponents, with 43 or 48.31%; LGU is the major partner agency with 12 or 37.48%; majority of the projects last for weeks with 25 or 43.86%; Internal fund is the major source of of fund with 54 or 94.74%; Students are the major participants under internal beneficiaries with 9 or 64.28%; As to External Beneficiaries, majority of the attendees are from different group of people with 19 or 47.5%; Majority of the projects are started and completed, 40 or 70.17%; and along Sustainability, majority are not sustained with 54 or 94.73%. The result implies that the there is a strong partnership between the extension unit of the university and the LGU where it belongs, and the extension programs are responsive to the needs of various clienteles.

KEYWORDS: EXTENSION, REVISITING, CAPABILITY BUILDING

INTRODUCTION

Higher education institutions are mandated to render extension service hand in hand with instruction, research and production. This is in recognition of the vital role colleges and universities play in the development of communities, especially the underserved and the depressed.

The Isabela State University has the mandate to provide effective education and training of the needed manpower resources in the arts, agriculture and natural sciences as well as in the technological and professional fields. As a known university in the region, it has been a part of its Core Values the Public Engagement which requires a consistent engagement with the public by mobilizing expertise and services available in all its programs in answer to the needs of the community.

The long-term goal of the university is to sustain its active role in the realization of socio-economic development that enhances the quality of life of the people. To sustain this role, the University Extension Services shall package and disseminate appropriate technologies generated through research to increase productivity and income geared towards the improvement of the quality of life of the partner communities and interested clienteles.

However, it has been observed in some campuses like ISUI that there are few extension projects that are sustained. Instead of continuing the projects that have been introduced and implemented in its adopted barangays, most of these extension activities have been discontinued or suspended for unknown reasons.

Hence, the proponents came up with this research study to revisit the extension programs of the campus covering six-year periods to better understand possible root causes of sudden discontinuity of some extension projects and later on, to come up with a concept on how to sustain all the extension programs given to the community, particularly to its adopted barangays.

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RELATED LITERATURE

A phenomenological definition of community development work would focus primary attention on the community-building behavior of individuals and community institutions, which it would lead to normative theories about the local conditions necessary to foster resident engagement and skill-building and the collective action required of community institutions (Dorius, 2011). The successful implementation of stakeholder engagement in the governance of sustainable community development is likely to depend on a comprehensible understanding and appreciation of power in corporate-community interaction. The companies must be clear about their own and stakeholders' rationale for participation, facilitate the creation of appropriate participatory structures, and processes that contribute to process, and thereby to sustainable communities (Muthuri, et al. (2012).

Glickman and Servon (2003) presented five components of capacity – resource, organizational, networking, programmatic, and political – enabled us to approach the issue of Community Development Corporations capacity systematically and to show real differences between the three categories of Community Development Corporations in some critical areas.

Muthuri et. al. (2012) emphasized current community development approaches in mining companies and attempted to facilitate more dialogue and conceptual exchange between traditional community development practitioners and those in the corporate sector as a strategy to strengthen corporate contribution to community development. Owen and Kemp's article (2012) cited in Muthuri et. al. (2012) draws on the revised potential benefits of Asset-Based Community Development (ABCD) model to both local communities and mining companies, and engages critically with the possible pitfalls that can confront the implementation of the ABCD model; two different forms of capital (resource capital tangible and intangible, institutional capital – relationship between firm strategy and sustainable community development) with competitive differentiation through sustainable community development; possibility of addressing agendas of sustainable community development through innovative and inclusive business models that create benefits for all concerned stakeholders; and the respective roles and impacts of the NGO's and companies in these different forms of partnerships for community involvement and their impact and potential. They conclude that companies ought to think of innovative forms of governance in their local contexts.
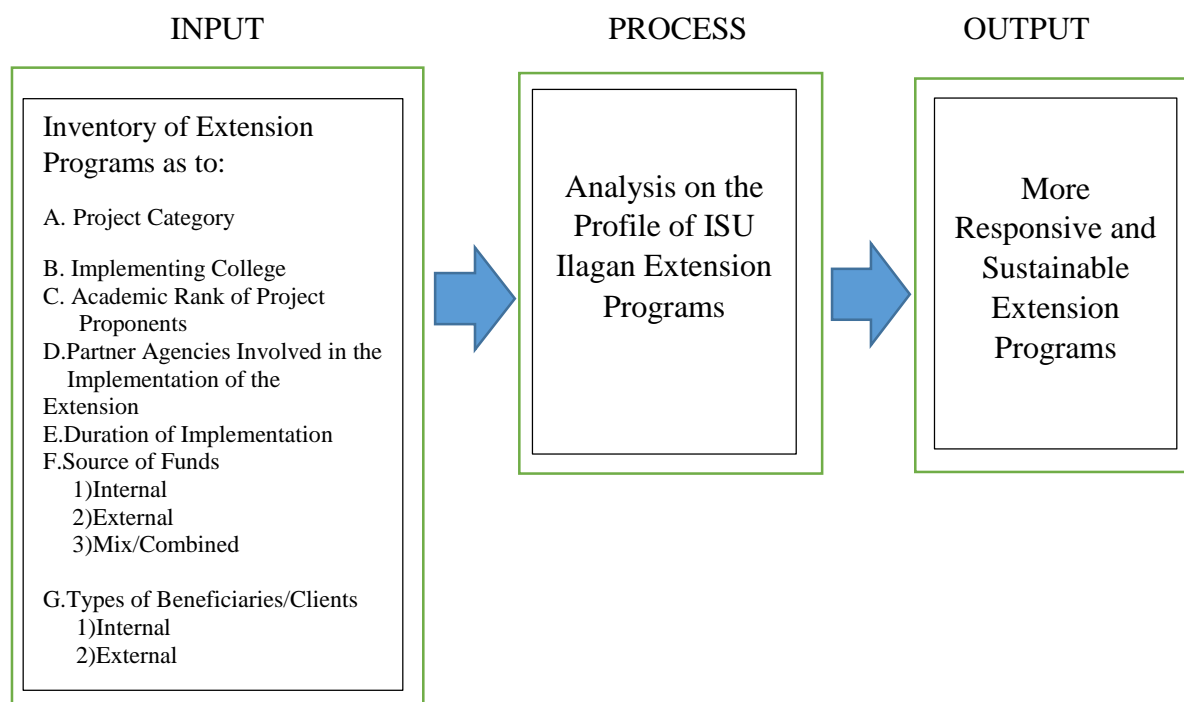Impact Assessment

Measuring Impacts on Community Institutions have the following behavioral objectives: bringing people together; making decisions with dignity: changing attitudes; setting common goals; building self-confidence; achieving economic self-sufficiency. Moreover, Community Development Corporations practitioner empowerment themes includes the following : bringing people together; communicating with dignity and respect; changing attitudes and overcoming barriers; recognizing common goals and creating a vision; building individual self-confidence; and achieving economic self- sufficiency (Dorius, 2011).

Impact Assessment Edwards (2012) observed the potential impacts of growth and development on communities throughout Wisconsin. Growth has been viewed as healthy and desirable for communities. However, communities are increasingly aware that growth may also be accompanied by costs. In addition, development decisions are too often made without a sufficient understanding of the consequences of those decisions on overall community well-being. Since changes induced by growth in a community are not always positive, carefully planned development is necessary for ensuring that growth is consistent with the long-range goals of the community.

Bornstein, (2010) emphasized that impact assessment provides a framework for addressing community development. It is designed to assist local planners and decision-makers in understanding, ahead of time, what types of impacts a particular development may have on a community. It allows time for avoidance or mitigation of any adverse effects of a proposed development Most frequently, Social Impact Assessment is undertaken when a specific project is planned and anticipated for a specific community; more so, if used as part of a strategic planning process or in project design. In the Peace and Conflict Impact Assessment (PCIA) it can, in theory, inform decision-makers as to which interventions are successful and may be used to monitor the effects of ongoing projects and, again in theory, can help development agencies verify that their activities are not negatively affecting development (Canan and Hennessy, 1985). It can also be applied to individual projects where this is appropriate (Edwards, 2012).

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INPUT	PROCESS	OUTPUT

Inventory of Extension Programs as to:
 	
A. Project Category
 	
B. Implementing College
C. Academic Rank of Project Proponents
D.Partner Agencies Involved in the Implementation of the Extension
E.Duration of Implementation
F.Source of Funds
   1)Internal
   2)External
   3)Mix/Combined
 	
G.Types of Beneficiaries/Clients
   1)Internal
   2)External
	Analysis on the Profile of ISU Ilagan Extension Programs	More Responsive and Sustainable Extension Programs

The present study is guided with this research paradigm using IPO Model (Input, Process, Output). It has an input: Inventory of Extension Programs as to: Project Category, Implementing College, Academic Rank of the Proponent, Partner Agencies Involved in the Extension, Duration of Implementation, Source of Fund, Types of Beneficiaries and Status of the Project. After knowing the present status of the extension projects, the proponent could be given information as to the weaknesses of the extension program in the campus which will be the subject for enhancement through strategic planning to come up with a more responsive extension programs of the campus.

Statement of the Problem

This research aimed to conduct an inventory on the Extension Programs of ISU Ilagan for the past six (6) years . Specifically, it sought to answer the following questions:

1. What is the Profile of the Extension Programs of ISU in the past six (6) years in terms of:

    a. Project Category

    b. Implementing College

    c. Academic Rank of Project Proponents

    d. Partner Agencies Involved

    e. Duration of Implementation

    f. Source of Funds

       1) Internal

       2) External

       3) Mix/Combined

   g. Types of Beneficiaries/Clients

       1) Internal

       2) External

2.   What is the status of the project in terms of number of years of their existence

Scope and Delimitation

This research dealt with the inventory of the extension programs of Isabela State University, City of Ilagan campus as to Profile: Project Category, Implementing College,Academic Rank of Project Proponents, partner agencies, duration of implementation, Source of funds,Types of Beneficiaries.

This study also looked into the the status of the project as to the number of years of their existence.

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Significance of the Study

The present study would be beneficial to the following:

To the administration and head of the campus' extension Unit, this study serves as a a checklist as to its accomplishments relative to community service. With the result of the study, it would also serve as an eye opener to determine the strengths and weaknesses of the extension programs of the campus.

To the proponents of the extension project, since the study shows the extension projects implemented for the past 6 years in the campus, they will be given hints on what possible areas/ project category need to be revived, with various clients and more partner agencies that are beneficial to the Implementing college and to the community they serve. To the students and staff involved and planning to be involved, they will be guided on how they could contribute to the extension programs of the campus.

METHODOLOGY

Research Design

The proponents made used of the Descriptive-Quantitative Research.

Data Gathering Procedure

In order to gather the data needed in the study, the proponents utilized interview and documentary analysis.

The study made use of a primary research since the collection and selection of data was based on the documents available at the Extension Office. Moreover, some of the proponents of the study are the implementers of the programs being studied, that had been hands-on in each program for the past years. As to data gathering, it was through documentary analysis, interviews and direct observation.

Statistical Treatment

In order to analyze the result, frequency count and percentage was used.

RESULTS AND DISCUSSION

1. What is the Profile of the Extension Programs of ISU in the past six (6) years in terms of:

a. Project Category

Table 1. Category of Extension Projects

Project Category											
Year	1 (Adopt-a-Barangay)		2 (Community Outreach)		3 (LGU Capability Building)		4 (Gender & Development)		Total	
	f	%	f	%	f	%	f	%	f	%
2014	4	7.01	-	-	1	1.75	-	-	5	8.77
2015	5	8.77	-	-	2	3.50	-	-	7	12.28
2016	5	8.77	2	3.50	6	10.52	-	-	13	22.80
2017	1	1.75	1	1.75	3	5.26	1	1.75	6	10.52
2018	5	8.77	-	-	5	8.77	-	-	10	17.54
2019	2	3.51	2	3.50	11	19.29	2	3.50	16	28.07
Total	**22**	**38.58**	**5**	**8.75**	**28**	**49.09**	**3**	**5.25**	**57**	**100**

As shown, out of 57 extension projects implemented from 2014-2019, most of them 28 or 49.09% are under the category, *LGU Capability Building* ; while the least, the *Gender and Development* with 3 or 5.25%. Moreover, the bulk of LGU Capability Building training is given in 2019 with 16 or 28.07%.

B. Implementing College

Table 2. Implementing College

Year	1 (COED/CITE)		(CEAT)		3(CON and SOM)		5 (ADMIN)		Total	
	f	%	f	%	f	%	f	%	f	%
2014	4	7.02	1	1.75	-	-	-	-	5	8.77
2015	5	8.77	2	3.50	-	-	-	-	7	12.28
2016	5	8.77	2	3.50	4	7.02	1	1.75	12	21.o5
2017	3	5.26	-		2	3.50	1	1.75	6	10.53

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2018	4	7.02	5	8.77	-		2	3.50	11	19.29
2019	4	7.02	4	7.02	2	3.50	6	10.52	16	28.07
Total	25	**43.86**	14	**24.54**	8	**14.02**	10	17.52	**57**	100

As observed from the table above, out of 57 programs, majority 25 or 43.86% are initiated by the College of Education; while the least, 8 or 14.81% are from College of Nursing and School of Midwifery.

It is shown in the table that 10 or 17.52% of all the programs are collaborative projects of different colleges and offices in the campus.

As to the implementing college, most of the projects are organized or initiated by the College of Education with 25 or 43.86% while the College of Nursing and School of Midwifery has the least number or projects implemented with 8 or 14.02%.

C. Academic Rank of the Project Proponent

Table 3. Academic Rank of the Project Proponent

Project Proponent Rank										
Year	**1 (Instructor)**		**2 (Assistant Prof.)**		**3 (Associate Professor)**		**4 (Professor)**		**Total**	
	f	%	f	%	f	%	f	%	f	%
2014	1	1.12	1	1.12	3	3.37	-	-	5	**5.62**
2015	1	1.12	1	1.12	6	6.74	-	-	8	**8.98**
2016	10	11.23	6	6.74	2	2.25	-	-	18	**20.22**
2017	1	1.12	2	2.25	3	3.37	-	-	6	**6.74**
2018	11	12.35	5	5.62	3	3.37	1	1.12	20	**22.47**
2019	19	21.35	5	5.62	7	7.86	1	1.12	32	**35.95**
TOTAL	**43**	**48.31**	**20**	**22.47**	**24**	**26.96**	**2**	**2.24**	**89**	**100**

As to the Academic Rank of the extension project proponent, out of 89 faculty project proponents, most of them, 43 or 48.31% are under academic rank of Instructor; while the least, they come from   academic rank of professor with 2 or 2.24%.

The present result is a clear evidence that the policy on Individual Performance Commitment Review which requires the percentage of the four mandates of the university, particularly on Extension, is not strictly implemented in the campus since there is an interchanged of expected output in terms of extension. Extension implementers come from "Instructor" academic rank whose work should be more on teaching have more extension outputs than "professor" academic rank whose work should be more on research and extension.

Based on the result, in 2019 has the most number of project proponent with 32 or 3.95% while in 2014 has the least number of proponent with 5 or 5.62%. As observed from the table , the number of extension project implementers are getting higher every year except in 2017 with 6 or 6.74%.

d. Partner Agencies of ISU Ilagan in the Implementation of the Extension Project for 6 years

Table 4. Partner Agencies of ISU Ilagan in the Implementation of the Extension Project   from the Year, 2014-2019

Year	**1**		**2**		**3**					
	LGU		**Nat'l Gov't**		**Industries & SME**			**Total**		
	f	%	f	%	f		%	f	%	
2014	1	3.12	-	-	2		6.25	3	9.37	
2015	1	3.12	1	3.12	2		6.25	4	12.5	
2016	1	3.12	1	3.12	2		6.25	4	12.5	
2017	1	3.12	2	6.25	1		3.12	4	12.5	
2018	4	12.5	3	9.37	1		3.12	8	25	
2019	4	12.5	4	12.5	1		3.12	9	28.12	
Total	**12**	**37.48**	**11**	**34.36**	**9**		**28.11**	**32**	**100**	

As to the partner agency of the campus in the implementation of the project, out of 32 partner agencies from 2014-2019, most of them 12 or 37.48 come from LGU while the least, 9 or 28.11% come from Industries/ SME. The table also shows that in 2019 has the highest number 9 or 28.12% partner agency.

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e. Duration of Implementation

Table 6. Duration of Implementation

Year	1 Days		2 Weeks		3 Months		4 Year		Total	
	f	%	f	%	f	%	f	%	f	%
2014	4	7.02	1	1.75	-	-	-	-	5	8.77
2015	1	1.75	5	8.77	1	1.75	-	-	7	12.28
2016	4	7.02	6	10.52	3	5.26	-	-	13	22.81
2017	-	-	4	7.02	2	3.51	-	-	6	10.53
2018	-	-	3	5.26	7	12.28	-	-	10	17.54
2019	8	100	6	10.52	2	3.51	-	-	16	28.07
Total	17	29.82	25	43.86	15	26.32	-	-	57	100

As shown, out of 57 programs, most of them, 25 or 43.86% existed within two weeks. There is no recorded projects that exist within a year or more than a year. This is an indication that most of the extension projects in Ilagan Campus are short term projects.

f. Source of Funds

Table 7. Source of Funds

Year	Internal		External		Total f	%
2014	5	8.77	-	-	5	8.77
2015	7	12.81	-	-	7	12.81
2016	12	21.05	1	1.75	13	22.80
2017	6	10.52			6	10.52
2018	10	17.54	-		10	17.54
2019	14	24.56	2	3.51	16	24.56
Total	**54**	**94.74**	**3**	**5.26**	**57**	**100**

As to the sources of fund utilized in the implementation of extension projects the table shows that out of 57 projects, most of the projects 54 or 94.74% are financed solely by the internal or campus' extension fund. Only 3 or 5.55% are supported by the external agencies.

The result implies that the campus, particularly the project implementers do not exert effort in finding funding agencies that could assist in the implementation of their projects. This may be the effects of having few linkages of the campus

g. Types of Beneficiaries

1) Types of Internal Beneficiaries

Table 8. Types of Internal Beneficiaries/Participants

Internal Beneficiaries										
Year	1 Students		2 Faculty		3 Staff		4 Mixed Faculty & Staff		Total	
	f	%	f	%	f	%	f	%	f	%
2014	-	-	-	-	-	-	-	-	-	-
2015	-	-	1	7.14	-	-	-	-	1	7.14
2016	1	7.14	-	-	-	-	-	-	1	7.14
2017	3	21.42	-	-	-	-	-	-	3	21.42
2018	-	-	-	-	-	-	-	-	-	-
2019	5	35.71	2	20	-	-	2	20	9	64.28
Total	**9**	**64.28**	**3**	**21.42**	**-**	**-**	**2**	**20**	**14**	**100**

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Among the 14 extension projects implemented within the campus, most of them 9 or 64.28% have student-beneficiaries There are three or 21.42% with faculty-beneficiaries. There is no recorded extension projects having staff-beneficiaries except to the two or 20% projects given to both faculty and staff beneficiaries.

2) Types of External Beneficiaries

Table 9. Types of External Beneficiaries/ Participants

Year	External Beneficiaries														Total	
	1		2		3		4		5		6		7			
	Children		OSY		Male Adult		Female Adult		Mixed Gender		General		Brgy. Officials/ Gov't Officials			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
2014	-		-		1	2.5	-	-	4	10	-		-		5	12.5
2015	1	2.5	-		1	2.5	2	5	-	-	1	2.5	1	2.5	6	15
2016	-		-		-		3	7.5	1	2.5	7	17.5	-		11	27.5
2017	-		-		-		-	-	1	2.5	6	15	-		7	17.5
2018	-		1	2.5	1	2.5	-	-	-	-	4	10	-		6	15
2019	-		1	2.5	-		-	-	1	2.5	1	2.5	2	5	5	12.5
Total	1	2.5	2	5	3	7.5	5	12.5	7	17.5	19	47.5	3	7.5	40	100

Among the 40 projects implemented by the campus, most of them 19 or 47.5 % have general or combination of different sexes and age's beneficiaries. The least, one or 2.5% with children-beneficiaries.

The result indicates that the extension programs of the campus do not give equal benefits to possible clients such as children, Out of School Youth, Barangay Officials and others.

h. Status of the Project

Table 10. Status of Projects

YEAR	1 (Proposed but not started)		2 (Started but not finished)		3 (Started and Completed)		Total	
	f	%	f	%	f	%		
2014	2	3.51	-	-	3	5.26	5	8.77
2015	-	-	-	-	7	12.28	7	12.28
2016	5	8.77	-	-	8	14.03	13	22.80
2017	4	7.01	-	-	2	3.51	6	10.52
2018	4	7.01	2	3.51	4	7.01	10	17.54
2019	-	-	-	-	16	28.07	16	28.07
TOTAL	15	26.03	2	3.51	40	70.17	57	100

As to the status of the projects implemented by the extension unit,out of 57 projects, most of them, 40 or 70.17% started and completed; 15 or 26.03 proposed but not started; and 2 or 3.51 started but not finished.
The result implies that the project implementers follow their planned activities and finished as scheduled

i. Sustainability of the Project

Table 11. Extension Projects that Continued/ Sustained

Sustainability of the Project (@ 57)				
Years	Sustained		Not Sustained	
2014	f	%	f	%
to	3	5.26	54	94.73
2019				

As to the number of sustained project, out of 57, most of them, 54 or 94.93% started and finished bu not sustained. There are only 3 or 5.26% projects which continued up to present or sustained.

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This implies that most of the extension projects of the campus are short term programs. Moreover, every year there new projects are introduced. It implies that the stage, monitoring and impact assessment of the conducted projects have not implemented in the campus except to the three projects.

FINDINGS AND CONCLUSION

1. Most (28 or 49.09%) of the extension projects implemented by the extension unit of ISU Ilagan are under the category, *LGU Capability Building* ; while the least, the *Gender and Development* with 3 or 5.25%. Moreover, the bulk of LGU Capability Building training is given in 2019 with 16 or 28.07%.

2. As to Implementing College, most of the projects 25 or 43.86% are initiated by the *College of Education*; while the least, 8 or 14.81% are from *College of Nursing and School of Midwifery*.

3.As to the academic rank of the extension project proponent, out of 89 faculty- project proponents, most of them, 43 or 48.31% are under the academic rank of *Instructor*; while the least, they come from academic rank of *professor* with 2 or 2.24%.

4.As to the partner agency of the campus in the implementation of the project, out of 32 partner agencies from 2014-2019, most of them 12 or 37.48 come from *LGU* while the least, 9 or 28.11% come from *Industries/ SME*. The table also shows that in 2019 has the highest number 9 or 28.12% partner agency.

5.As to duration of implementation duration of the project, out of 57 programs, most of them 25 or 43.86% existed within *two weeks.* There is no recorded projects that exist within a year or more than a year.

6.As to the sources of fund utilized in the implementation of extension projects, most of the projects 54 or 94.74% are financed solely by the *internal* or campus' extension fund. Only 3 or 5.55% are supported by the external agencies.

7.Among the 14 extension projects implemented within the campus, most of them, 9 or 64.28% with *student-beneficiaries*. There is no recorded extension projects given to the staff-beneficiaries only except to the two or 20% projects given to both faculty-beneficiaries and staff-beneficiaries.

8.Among the 40 projects implemented by the campus, most of them, 19 or 47.5 % have the *general* or combination of different sexes and ages beneficiaries. The least, one or 2.5% with children-beneficiaries.

9.As to the status of the projects implemented by the extension unit,out of 57 projects, 40 or 70.17% *started and completed.*

10.As to the number of sustained project, out of 57, 54 or 94.93 are *not sustained*. There are only 3 or 5.26% that completed and sustained.

RECOMMENDATIONS

Based on the findings and conclusions, the following are recommended:

1. The extension unit should strengthen the conduct of needs analysis in the community participated by different types of target beneficiaries in order to come up with a proposal that could benefit various types of clienteles.

2. Every college,including its faculty and students, is encouraged to be involved in the extension activities of the campus to make community feel the essence of the campus' existence.

3. Strict monitoring of every faculty IPCR Form should be done per program to encourage more faculty to do extension activities, specially those at the associate professors and up.

4. The different colleges, other office particularly the external Linkage of the campus should assist the extension unit in finding more partner agencies including funding agencies, in the implementation of extension activities.

5. Project implementation, monitoring and evaluation is encouraged to be done in order to see the impact of the extension program given by the extension unit of the campus to the community or clients in order to improve the services given to the community and to be more responsive to their needs.

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