IMPACT ASSESSMENT OF EXTENSION PROJECTS, PROGRAMS AND ACTIVITIES OF NORTHERN ILOILO STATE UNIVERSITY – BATAD CAMPUS

Phoebe Joy D. Bedia*1

*1MSWDO Department, Batad, Iloilo, Philippines.

ABSTRACT

This study evaluates the impact of Northern Iloilo State University (NISU) Batad Campus's community extension programs conducted by the BSIT Department from 2019 to 2023. These programs, aligned with Philippine educational mandates, aim to enhance digital literacy, livelihood skills, and sustainable development in the Municipality of Batad, Iloilo. Through descriptive research and surveys of 100 beneficiaries, including local government and elementary school teachers, the study reveals significant benefits: 93% of participants improved their computer skills, 95% felt confident in offering technical support, and 97% adopted new technologies for local applications. Additionally, the programs boosted individual confidence and employability, with many participants initiating livelihood projects that enhanced household incomes. The findings underscore the effectiveness of NISU's extension efforts in fostering community resilience and self-reliance, while also identifying areas for program improvement to ensure sustainable, impactful outcomes.

Keywords: Impact Assessment, Community Extension Program, Digital Literacy, Livelihood Development, Sustainable Development, Educational Outreach, Social Impact, Technological Impact.

I. INTRODUCTION

Academic institutions have traditionally been celebrated for their multifaceted roles encompassing instruction, research, and community extension. In the Philippines, universities and colleges are mandated by the Commission on Higher Education (CHED) to extend their educational and civic services to local communities. A key example of such policies is Republic Act 9163, known as the "National Service Training Program (NSTP) Act of 2001,"[1] which underscores the commitment of higher education institutions to provide, promote, and sustain community service. This approach mirrors the United States' community service-learning initiatives under the US National and Community Service Act of 1990 [2]. Recently, CHED has also undertaken initiatives to refocus and enhance community engagement efforts. In adherence to the stipulations of Republic Act 8292, widely recognized as the "Higher Education Modernization Act of 1997,"[3] and the guidelines set forth in CHED Memorandum Order CMO. 52, s. 2016[4].

Extension is a fundamental responsibility of universities, allowing them to connect meaningfully with the communities they serve. Through community engagement, institutions can positively impact local populations and contribute to overall social betterment. This role is crucial for Higher Education Institutions (HEIs) aiming to develop community extension programs that maximize social benefits, providing a platform for HEIs to share their knowledge and resources with the public[5]. Extension programs serve as a vital bridge between the college and the surrounding community, offering an avenue for higher educational institutions to extend their expertise and resources in alignment with their academic programs. Through technology transfer and various outreach initiatives, these programs aim to support the economic well-being of beneficiaries. Importantly, these efforts benefit both the external community and those within the campus itself. Effective extension programs must be tailored to meet the specific needs of their target audiences and align with government priorities, particularly in efforts to alleviate poverty. [6]. The Philippine Constitution mandates that the educational system extends its reach to underserved communities, ensuring that they gain meaningful inclusion within the national society. This outreach aims to enrich civic engagement and foster active participation in programs that contribute to the community's development[7]. Northern Iloilo State University, Batad Campus, is committed to promoting meaningful extension and community involvement through a range of programs, projects, and activities that make its presence felt within the communities it serves. As a public higher education institution, the university strives to implement research-driven extension programs aimed at enhancing the livelihoods and entrepreneurial skills of its target beneficiaries, ultimately contributing to an improved quality of life.

Assessing the impact of extension activities is an invaluable tool for universities, offering detailed insights to the implementing academic unit regarding the effectiveness and value of their outreach efforts. This assessment involves revisiting beneficiaries through surveys or interviews to evaluate how these extension activities have influenced and improved their lives.

For instance, in the study of T. Salazar[8], the extension programs of Camarines Sur Polytechnic Colleges (CSPC) were evaluated to determine their impact on partner barangays in the Rinconada area, Bicol Region, Philippines. Utilizing questionnaires and interviews analyzed through statistical tools, the research found that CSPC's community services—including skills training, health education, computer literacy, advocacy, and livelihood programs—had a satisfactory impact in improving economic and social conditions. The College's engagement was characterized by strong organizational commitment, with officials supervising program implementation efficiently and maintaining active collaboration with local government units and NGOs. The study highlighted that the programs fostered active involvement from barangay officials and community members, especially in skills training and livelihood projects, which helped align the programs closely with community needs. Financial support from government agencies, notably the Department of Social Welfare and Development (DSWD), facilitated these efforts, helping to create sustained improvements in the livelihoods of program beneficiaries. Overall, CSPC's extension initiatives demonstrated a positive impact on social and economic well-being, particularly among marginalized groups, thereby underscoring the importance of structured, collaborative extension programs in community development.

AS. Quijano-Pagutayao et al.[9] evaluated the impact of extension programs conducted by the College of Education at Central Mindanao University. The initiative, part of the university's commitment to serve the community, focused on enhancing participants' knowledge, skills, and environmental awareness. Using a descriptive research design and structured questionnaires, the study surveyed 23 participants involved in these programs. The findings indicated significant improvements in participants' knowledge of teaching techniques and classroom management, with participants agreeing that the skills and techniques learned were highly effective in practical application. Additionally, the environmental aspect of the program increased participants' awareness of eco-friendly practices, such as waste management and the use of recyclable materials in educational settings. The study also highlighted participants' satisfaction with the planning, implementation, and monitoring processes of the extension services, showing that the programs were well-organized and met their intended goals. According to the results, the program was not only cost-efficient but also succeeded in achieving substantial positive changes in the participants' professional practices and environmental values. Ultimately, the extension services proved highly relevant in addressing the specific needs and challenges of the participants, who reported enhanced knowledge, skills, and values post-program, marking it as a beneficial and impactful initiative.

Luciano R. and C. Olipas[10] conducted a study to assess the impact of technology-based extension projects led by faculty members from the College of Information and Communications Technology. The study, based in Cabanatuan, Nueva Ecija, utilized a descriptive research design and surveyed 25 beneficiaries using a Google Form questionnaire. Findings indicated that these projects effectively supported a wide range of community members, with beneficiaries reporting improved computer literacy, enhanced work productivity, and new skills that contributed to both personal and community development. The participants viewed the projects as valuable for capacity building and livelihood enhancement. Based on these positive outcomes, the researchers recommended using the findings to guide the design of future sustainable extension activities. Additionally, they proposed forming partnerships with other educational institutions to expand outreach, as well as implementing regular evaluations to continuously improve the impact and relevance of these technology-driven extension initiatives.

The Extension Services at NISU are built upon a diverse array of initiatives aimed at fostering community development, enhancing livelihoods, and supporting inclusive growth. These initiatives are tailored to meet local community needs while providing students with hands-on learning experiences. NISU's extension program prioritizes community outreach, actively involving itself in local concerns and co-creating solutions. The university offers capacity-building programs across various fields like agriculture, entrepreneurship, environmental conservation, health, education, and technology to empower community members for sustainable development. By equipping communities with knowledge and skills, NISU fosters self-reliance and

resilience. To further its mission, NISU has conducted training and seminars focused on skill development and literacy in the Municipality of Batad from 2019 to 2023. This impact assessment by the NISU BSIT Department Batad Campus aims to evaluate the effectiveness of these initiatives, identifying their benefits and areas for improvement. Through this strategic evaluation, NISU seeks to ensure the longevity and sustainability of its outreach programs, reinforcing its commitment to being a driving force for enduring, positive change in the communities it serves.

This paper describes the evaluation of the extension project and the activities completed. Specifically, this study aimed to ascertain the impact of computer literacy and capability-building training from the extension activities being carried out. Also, to determine the overall impact of the extension initiatives conducted to the partner community on economic, social, and technological and make recommendations to improve he University community extension program delivery.

II. METHODOLOGY

Respondents of the study

The respondent of the study were the 100 beneficiaries of the extension programs and activities conducted by the Bachelor of Science in Information Technology department (BSIT) Northern Iloilo State University Batad Campus last 2019-2023 from the Local Government Unit of the Municipality of Batad and various DepEd Elementary School Teachers within the district of Batad, Iloilo. Seventy beneficiaries was represented from the Local Government Unit of Batad and thirty beneficiaries were DepEd teachers. Purposive sampling was used to select the number of respondents of the study.

Data Gathering Procedure

The study took place on September 23-24, and 29-30, 2024. The committee on monitoring and evaluation together were personnel of the BSIT Department administered a research-made questionnaire to the identified respondents from the Local Government Unit of the Municipality of Batad and various DepEd Elementary School Teachers within the district of Batad, Iloilo. Moreover the respondents were oriented of the process involved, including the guarantee of their anonymity. After the permission was sought from the mayors and supervisors office, local inter-agency task force, and barangay captains, the aforementioned questionnaire was personally administered to the target respondents. The treatment of data took place using the frequency and percentage statistical tools after the answered questionnaires were retrieved.

Table 1. Extension Projects, Programs and Activities Conducted

Extension Program	Date of Implementation	Venue	No. of Beneficiaries
Training On Computer Literacy For DepEd Teachers In The District Of Batad	July 27-28, August 3-4 and 10-11, 2019	BSIT Computer Laboratory 1, NISU Batad	30
Training on Computer Literacy (MS Word and MS Excel) for Barangay Treasuers and Secretaries of the Municipality of Batad	October 14-15, 2021,	BSIT Computer Laboratory 1, NISU Batad	50
Enhancing Computer Skills of Elementary Teachers in the District of Batad (Phase II)	December 7 and 9, 2021	Audio Visual Room, NISU Library, NISU Batad	30
E-Commerce Using Different Media Platforms and Lecture on Women's Rights and Laws	December 20-21, 2022	Barangay Alinsolong Gymnasium, Batad, Iloilo	40
Computer literacy training for association sectaries of Batad	September 8, 2023	BSIT Computer Laboratory 1, NISU Batad	20

It shows that a total of five extension activities were conducted from 2019-2023 broken down to 1, 0, 2, 1, 1 extension activities from 2019, 2020, 2021, 2022, 2023 respectively.

Research Locale

The study was conducted in the barangays of Binon-an, Alinsolong, Tanao, Batad Viejo and Poblacion in the Municipality of Batad, Iloilo. The five Barangays/communities were specifically selected as these are the communities where extension programs beneficiaries are from for five years now.

Figure 1. Map of Batad Municipality, Iloilo

III. RESULTS AND DISCUSSION

Effects of Extension Projects, Programs and Activities on the Community

Table 2 shows the effects of extension projects, programs and activities on the community. It can be gleaned that 93 (93.00%) respondents believed that the community extension program significantly improved the digital literacy and computer skills of the community residents. More so 95, (95.00%) of them feel skilled and confident in providing technical assistance to others in the community, especially in matters related to computer literacy. while 82 (82.00%) of them were motivated to establish livelihood projects in the community, leveraging their newly acquired computer skills. 97 (97.00%) respondents were inspired to adopt and apply new technologies and innovative practices, while 87 (87.00%) believe that it helped augment the income of the families.

Table 2. Effects of Extension Projects, Programs and Activities on the Community

Indicators	Frequency	Percentage (%)
The community extension program significantly improved the digital literacy and computer skills of the community residents.	93	93.00
As a participant, I feel skilled and confident in providing technical assistance to others in the community, especially in matters related to computer literacy.	95	95.00
The program motivated the residents to establish livelihood projects in the community, leveraging their newly acquired computer skills.	82	82.00

The extension activities inspired community members to adopt and apply new technologies and innovative practices, particularly those related to the projects implemented.	97	97.00
Participation in the program has contributed to the increase in income and economic well-being of families in the community.	87	87.00

Effects of Community Extension on the Individual Participant/Beneficiary

Table 3 shows the effects of community extension on the Individual Participant/Beneficiary. It can be gleaned that 98 (98.00%) respondents believed the program significantly boosted their confidence, particularly in using computer technology. More so 95, (95.00%) of them feel better equipped to find employment opportunities. while 95 (95.00%) of them had gained valuable knowledge and practical skills in computer literacy. While 87 (87.00%) believe that the concepts and skills they acquired during the program substantially improved their work performance. 90 (90.00%) respondents have shared the skills and knowledge gained with other individuals. While 87 (87.00%) of them have explored new income opportunities and financial prospects. And 90 (90.00%) of them feels a positive impact on the overall quality of their life.

Table 3. Effects of Community Extension on the Individual Participant/Beneficiary on the Community

Indicators	Frequency	Percentage (%)
The program significantly boosted my confidence, particularly in using computer technology.	98	98.00
As a result of the training, I was better equipped to find employment opportunities.	95	95.00
I gained valuable knowledge and practical skills in computer literacy.	95	82.00
The concepts and skills I acquired during the program substantially improved my work performance.	87	87.00
I have shared the skills and knowledge I gained with other individuals, promoting digital literacy within my community.	87	87.00
I have explored new income opportunities and financial prospects, capitalizing on my expertise.	90	90.00
The training has had a positive impact on the overall quality of my life.	87	87.00

IV.   CONCLUSION

The NISU Batad BSIT extension projects have undeniably left a positive mark on both the community and individual participants. These initiatives have significantly elevated the knowledge and skills of residents, rendering them self-reliant and capable community members. Furthermore, they have facilitated the transfer of knowledge to others, creating a multiplier effect of learning and growth.

For individual participants, the impact is substantial. The programs have boosted confidence in using computer technology and enhanced digital competence. Participants have gained valuable computer literacy skills that directly contribute to better work performance and employability. They have shared this knowledge with others, fostering a culture of continuous learning and improvement. Moreover, these programs have opened up new income opportunities and improved the overall quality of life.

At the community level, the extension program has significantly enhanced digital literacy and computer skills among residents. Participants feel confident in providing technical assistance to others. Many have been motivated to initiate livelihood projects, leveraging their computer skills for economic development. The programs have also inspired the adoption of new technologies and innovative practices, contributing to economic growth and income enhancement for families.

More so, it is essential to acknowledge that there is room for improvement and enhancement within the NISU BSIT extension team. These enhancements should aim to further extend the team's outreach and empower

community members to a greater degree. It's important to cater to residents' needs by offering projects, programs, and activities that are both relevant and contextualized for long-term sustainability.

V.   RECOMMENDATION

To enhance the quality of community extension services, NISU and extension coordinators should collaborate to develop a comprehensive extension project package aligned with the identified community requirements. This should be coupled with a thorough needs assessment through community surveys. It is imperative to maintain consistent monitoring and evaluation of the extended programs and activities offered by each department and school to identify their impacts on the community, both strengths and weaknesses. Moreover, there is a need to introduce additional extension initiatives that carry substantial economic and social benefits for the communities served by NISU.

VI.   REFERENCES

[1] Republic Act No. 9163 | Senate of the Philippines Legislative Reference Bureau

[2] Notes: Integrating Community Service and Classroom Instruction Enhances Learning: Results From an Experiment - Gregory B. Markus, Jeffrey P. F. Howard, David C. King, 1993

[3] R.A. NO. 8292 (HIGHER EDUCATION MODERNIZATION) | Senate of the Philippines Legislative Reference Bureau

[4] https/ched.gov.ph/wp-content/uploads/2017/10/CMO-52-s.-2016.pdf

[5] Llenares and C. C. Deocaris, "Measuring the Impact of a Community Extension Program in the Philippines", MJLI, vol. 15, no. 1, pp. 35–55, Jun. 2018.

[6] Chengwei Liu, Yixiang Chan, Syed Hasnain Alam Kazmi, Hao Fu, "Financial Fraud Detection Model: Based on Random Forest," International Journal of Economics and Finance, Vol. 7, Issue. 7, pp. 178-188, 2015.

[7] De Leon, Hector S., and Hector M. De Leon. "Textbook on the Philippine constitution." (No Title) (1997).

[8] Salazar, Teresita B. "An impact study of the community extension programs in a state college in the Philippines." Int J Edu Sci 29.1-3 (2020): 16-23.

[9] Quijano-Pagutayao, Anecil S. "Impact Assessment of the Extension Activities Conducted by the College of Education, Central Mindanao University, Maramag, Bukidnon, Philippines."

[10] Luciano, Ruth G., and Cris Norman P. Olipas. "Impact Assessment on the Technology-Based Extension Projects: A Basis for Designing Sustainable Extension Activities." Path of Science 8.11 (2022): 4001-4006.