

Impact Assessment of the Extension Activities Conducted by the College of Agriculture in Mibantang, Quezon, Bukidnon

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Abstract: Recognizing the University's vision in line with national development, it commits itself to using its primary functions of education, research, extension, and production to enhance the lives of people and communities. True to this mission, colleges must implement extension programs, initiatives, and activities aligned to their academic offerings and will impact change by empowering community members. This study conducted assessed the impact of the community extension programs of Central Mindanao University College of Agriculture on the extension study conducted at Mibantang Quezon, Bukidnon. The objectives are as follows: 1) determine the profile of respondents concerning age, sex, civil status, educational attainment, occupation, income, and language spoken 2) Impact Assessment on the Extension program zeroing in on these three (3) domains namely knowledge, attitudes, values & skills; 3) Challenges Encountered during planning, implementation, Monitoring and Evaluation phase. The study used a descriptive research design with a survey questionnaire as the main instrument. Guide questions were also utilized to serve as a guide when respondents were personally interviewed. A total of 21 recipients of the College of Agriculture extension programs and services were utilized as respondents. Frequency, percentages, and t-test were used as statistical tools. Results revealed a significant difference in the respondents' knowledge, skills, values and attitudes, and environmental impact. Moreover, the extension activity made a lot of changes in their lives. They were happy that they participated in this extension activity.

Keywords: Impact Assessment, Knowledge, Attitudes & Values, Skills, Extension Program, Program Evaluation

1. INTRODUCTION

As a cornerstone of social development, educational institutions have a social obligation to participate in empowering communities and altering lives through knowledge and technology transfer through pieces of training, workshops, seminars, and technical advice. Gonzales (2009) claims that an integrated extension approach is required to address multi-faceted community challenges adequately. In her study on the impact of the community extension program on the residents of Barangay Catadman-Manabay, Dilao (nd a) stated that community issues will not be solely addressed by local government officials or residents but will require the involvement of a knowledge-based sector and the academe in order to arrive at a scientific diagnosis regarding the occurrences of problems in the community.

By Republic Act 7722, the Commission on Higher Education (CHED) requires higher education institutions such as State Universities and Colleges (SUCs) to respond to the need for societal reform. Educational institutions have an influential role in bringing knowledge, skills, best practices, and material resources to the people of the community in order to improve their quality of life. As a result, dynamic learning institutions are enthused to boost faculty members' capacity by extending their field of knowledge to the communities. While extension services meet the needs of communities, they also align with the University's vision, mission, and goals.

In order to achieve the goal of pursuing excellence in Extension and Training, Central Mindanao University, as a social change partner, continues to implement extension programs and activities that are socially responsive to the needs of its service communities and complement the University's curricular offerings. Through a Memorandum of

Agreement, CMU Extension programs and activities are implemented by the University's several colleges in partnership and coordination with Local Government Units (LGUs) and other partner agencies (MOA). The extension and training department has closely connected with the LGUs for years through the academic units of CMU.

The project draws its strength from the professional expertise and resource materials of the faculty members' which are funded either internally from the general fund or special trust fund and/or externally from partner agencies. CMU faculty members involved in the extension work address community issues and needs by complementing what they must offer from their respective program areas. According to DeBord (2007), it is essential to work across multiple disciplines to provide the resources needed to solve community problems. True to its commitment, CMU has extended various community extension works in many barangays, along with skills training, technology transfer, and information campaigns. However, the program's impact on beneficiaries has not yet been assessed. Henceforth, this study was conceptualized and carried out to determine the impact of CMU College of Agriculture extension programs and activities on the beneficiaries. The study aimed to assess the impact of community extension programs and activities on Mibantang, Quezon, Bukidnon residents.

1. METHODOLOGY

2.1 Research Design

A descriptive research design was used to describe the profile of the respondents and the different activities provided in its service- community. It likewise accounts for the respondents' assessment of the impact of the extension program concerning acquired knowledge, skills and values and attitudes, economic and environmental impact, and the program evaluation. Frequency, percentage, and t-test were used to treat data along with the profile of the respondents. Moreover, the 5-point Likert Scale was utilized to determine the impact of the extension project and activities concerning acquired knowledge, skills, and values, economic and environmental impact as a result of the capacity-building training, seminars, and activities provided by the College of Agriculture.

2.2 Locale of the Study

Bukidnon is a province that offers a variety of resources and possible engagements for various sources of income. It is the home of the world's most extensive pineapple plantation.

This study was conducted at Mibantang, Quezon, Bukidnon. It is a barangay in the municipality of Quezon, in Bukidnon province. As determined by the 2020 Census, it has a population of 2,428. Mibantang represented 2.21% of the total population of Quezon. A map of the locale study locale is shown in figure 1.



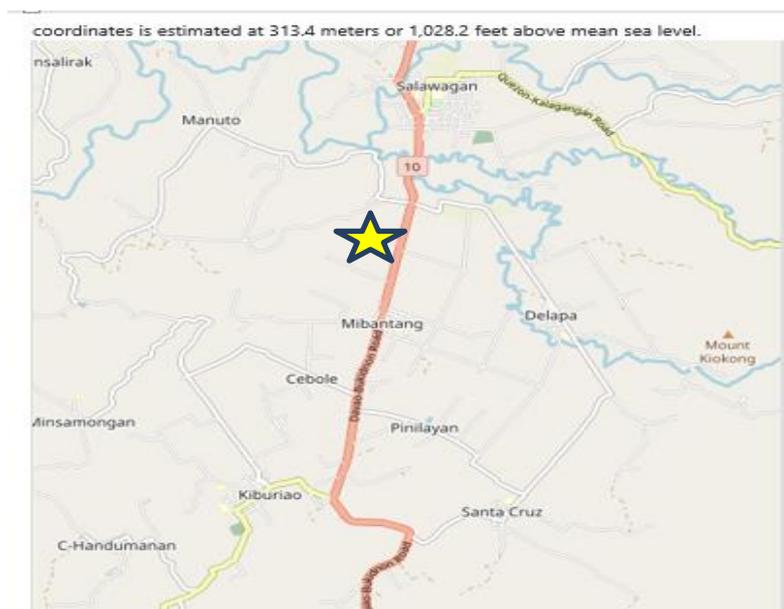


Figure 1. Map showing the Locale of the Study

Source: (<https://images.app.goo.gl/oZ5mkcRqeqjUauS38> and https://upload.wikimedia.org/wikipedia/commons/b/bb/Bukidnon_Legislative_Districts_2012.png)

2.3 Respondents and Sampling Procedure

The study's respondents were the beneficiaries of the extension projects and activities of the College of Agriculture. They are thought to be the best people to share their experiences and changes in their life as offshoots of the program.

2.4 Data Gathering Techniques

Guided interviews and surveys were conducted. The questionnaire was developed based on the study's objectives and was created suited to the study. The questionnaire was written in English first and then translated to the local dialect of the respondents during the interview. Some of the questions in the survey questionnaire were partially close-ended to collect raw data from the respondents, while open-ended questions were used during the focus group discussion (FGD). Focus group discussions (FGD) were also conducted to generate data to capture the group's opinions on the subject matter and to ensure triangulation of information. Key Informant Interviews (KII) were also conducted, and the team interviewed the community leaders and barangay officials who have first-hand knowledge about barangay Mibantang, MASUSAG, and Agro-ecophil organization. These individuals were knowledgeable about the subject matter.

2.5 Research Instruments

A researcher-made survey questionnaire is the main instrument used in this study. Before the research pretesting for content was implemented, validity was done. Then the result was subjected to Cronbach's alpha to assess the validity of the items' content with the purpose. According to Ritter (2010), Cronbach's alpha was computed to measure the items' strength of consistency. Statistics solution (2019) added that Cronbach's alpha was computed by correlating the score for each scale item with the total score for each survey respondent and then comparing that to the variance for all individual item scores. The research questionnaire has a Cronbach alpha of 0.968. It was made up of three parts. Part I includes the profile of the respondents. Part II presents the impact of the extension projects and activities provided in the community. Part III shows the challenges and problems encountered by the College and the respondent-beneficiaries in implementing the extension projects. Part IV is the overall project evaluation.

3. RESULTS AND DISCUSSION

Table 1. Profile of the Respondents, Mibantang, Quezon, March 2022.

	Age	Frequency	Percent
	35 – 39	1	7.14
	40 – 44	1	7.14
	45 – 49	1	7.14
	50 – 54	4	28.57
	55 – above	7	50
	TOTAL	14	100.00
	Mean Age =	55	
Gender			
	Male	8	57
	Female	6	43
	TOTAL	14	100.00
Marital Status			
	Single	1	7.14
	Married	10	71.43
	Widow/widower	3	21.43
	TOTAL	14	100
Household size			
	1-3	4	28.57
	4-6	6	42.86
	7 and above	4	28.57
	TOTAL	14	100
Religious Affiliation			
	Roman Catholic	14	100
Ethnic Origin			
	Cebuano	10	71.43
	Others	4	28.57
	TOTAL	14	100
Educational Attainment			
	Elementary level	3	21.43
	Elementary Graduate	3	21.43
	High School level	2	14.29
	High School graduate	4	28.57
	College level	2	14.29
Monthly Income (In Pesos)			
	1000-3000	9	64.29
	3001-5000	2	14.29
	5001-7000	3	21.43
	TOTAL	14	100
Sources of Income			
	Farmer	10	71.43
	Government employee	3	21.43
	Private Employee	1	7.14
	TOTAL	14	100
Occupation			
	Barangay official	2	14.28
	farming	7	50
	Security guard	1	7.14
	Housewife	4	28.57
	TOTAL	14	100
Language Spoken			
	Bisaya	14	100
	TOTAL	14	100
Number of Visits by the Extensionist			
	Once a month	2	14.28
	Twice a month	11	78.57
	Once a year	1	7.14
	Total	14	100.00

Table 1 presents the profile of the respondents. It shows that fifty percent (50%) of the respondents belong to the age bracket 55 years old and above. It has a mean age of 55 years, meaning, the respondents are middle-aged. This result corroborates with the Manila times(2013), which reported that Filipino farmers are 57 years old. Moreover, it reveals that there are more male respondents (57%) than female respondents (43%). Ten out of fourteen respondents (71.43%) are married. Data indicates that most farmers are married and have families to support. The result is consistent with the report of Etwire et al. (2013), married farmers are more likely to participate in

agricultural projects compared to farmers who are not married. Also, six (42.86) have a household size of 4-6 members. This implies that they generally have a large household size. According to PSA (2021), the average household size in the Philippines is 4.4 members. All respondents are Bisaya, and their religion is Roman Catholic, and most of them (71.43%) are Cebuanos. This statement was supported by the National Statistics Authority (2010), that the highest proportion of ethnic groups in the Mindanao and Davao region is Cebuano. Also, 4 or 28.57 % have either finished high school. Nine or 64.29 % of the respondents have a monthly income of 1000-3000 pesos. Farming is their source of income (71.43%), and being a farmer with a frequency of 7 or 50 % tends to dominate their occupation. Lastly, in terms of the number of visitations, most respondents (78.57%) answered that they were visited twice a month.

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

The impact of the different Extension Services along with the three domains, namely knowledge (cognitive), is shown in Table 2.1; skills (psychomotor) in Table 2.2; and attitudes and values (affective) in Table 2.3. The knowledge is verified in terms of how knowledgeable the respondents perform the roles and functions assigned to them. Skills, on the other hand, are manifested in how well they apply in the field, the seminars, and the training the College provides. Finally, the attitudes and values, though difficult to measure, are primarily exhibited through their attitudes towards their work.

Table 2.1 Acquired Knowledge of Respondents

INDICATOR	Before		After	
	Mean score	Descriptive Value	Mean score	Descriptive Value
I am knowledgeable on the implementation of diversification of farm products.	3.5	Undecided	4.8	Strongly Agree
I know the use of a locally appropriate technologies.	3.4	Undecided	4.6	Strongly Agree
I know about sustaining our seed bank	3.6	Agree	4.8	Strongly Agree
I have knowledge and ideas on the concepts needed to run our organization (MASUSAG).	3.4	Undecided	4.9	Strongly Agree
I have knowledge on the organization’s (MASUSAG) governance which improve my performance in the execution of my duties and responsibilities as a member of the organization.	3.3	Undecided	4.7	Strongly Agree
I know how to craft organization ordinances within the committee assigned to me.	3.4	Undecided	4.8	Strongly Agree
I know the duties and responsibilities as a member of the organization.	3.5	Undecided	4.6	Strongly Agree
I know how to raise and reproduce organic native chicken	3.4	Undecided	4.7	Strongly Agree
I know how to reproduce sweet potatoes.	3.3	Undecided	4.8	Strongly Agree
I know how to raise and reproduce goat.	3.5	Undecided	4.9	Strongly Agree
Weighted Mean	3.43	Undecided	4.76	Strongly Agree

Legend:

- 1.00-1.50 - Strongly Disagree
- 1.51-2.50 - Disagree
- 2.51-3.5 - Undecided
- 3.51 – 4.5 - Agree
- 4.51-5 - Strongly Agree

As shown in Table 2.1, the respondents firmly acknowledged that through the extension services of the College, they became more knowledgeable after the training, with a weighted mean of 4.76 as compared to their knowledge before the training, which has a mean score of 3.43. Hence, the study revealed that the respondents became well

versed in the implementation of diversification of farm products. Not only that, they became more conscious and knowledgeable about the use of locally appropriate technologies. Also, they strongly confirmed the growth in their efficiency in managing their resources, like sustaining the seed bank. Likewise, they became more conscientious in their work, particularly on their duties and responsibilities, and have been more sensitive to issues and concerns in the community and their organizations. Moreover, their knowledge of how to raise and reproduce goat and organic chicken and how to reproduce sweet potatoes improved.

Table 2.2. Acquired Skills of Respondents

INDICATOR	Before		After	
	Mean	Descriptive Value	Mean	Descriptive Value
I have skills in vermi-composting	2.9	Undecided	4.3	Agree
I have skills in providing transfer of knowledge (vermi-composting, goat production, organic native chicken production, sweet potato production, and farm planning) to other people.	3.4	Undecided	4.6	Strongly Agree
I have skills in sustaining our seed bank.	3.6	Agree	4.8	Strongly Agree
I have skills in the implementation of diversified farming system.	3.1	Undecided	4.7	Strongly Agree
I have skill in using appropriate local technologies (vermi-composting, goat production, organic native chicken production, sweet potato production, and farm planning)	3.5	Undecided	4.7	Strongly Agree
I have skills in interacting with the members of the organization.	3.5	Undecided	4.7	Strongly Agree
I have skills in dealing with problems, issues, and concerns of MASUSAG.	3.2	Undecided	4.4	Agree
I am capable of generating income, releasing of funds and monitoring the financial status / financial transactions of the income and expenses of the farm and crops.	3.4	Undecided	4.4	Agree
I have skills in proper documentations of the decisions and actions of MASUSAG.	3.5	Undecided	4.6	Strongly Agree
I have skills in participating activities of MASUSAG.	3.4	Undecided	4.8	Strongly Agree
I have skills in the implementation of the activities beneficial to MASUSAG.	3.6	Agree	4.7	Strongly Agree
Weighted Mean	3.37	Undecided	4.62	Strongly Agree

Legend:

- 1.00-1.50 - *Strongly Disagree*
- 1.51-2.50 - *Disagree*
- 2.51-3.5 - *Undecided*
- 3.51 – 4.5 - *Agree*
- 4.51-5 - *Strongly Agree*

On the other hand, Table 2.2 shows the effect on the respondents acquired skills. Before the training, they were undecided on their skills, with a weighted mean of 3.37. After the training, the respondents strongly agreed that they became more competent in the assigned task, with a weighted mean of 4.62. They are already skillful in vermicomposting, sustaining seed banks, implementing a diversified farming system, goat production, organic native chicken production, sweet potato production, and farm planning. Moreover, they are already skillful in dealing with problems, issues, and concerns of the organization they created. They already have skills in proper documentation of the decisions and actions of the Masusag, their organization.

Table 2.3. Acquired Values and Attitudes of Respondents

INDICATOR	Before		After	
	Mean	Descriptive rating	Mean	Descriptive rating
I appreciate the significance of building partnership between CMU and MASUSAG.	3.4	Undecided	4.8	Strongly Agree
I display the core values of good workmanship in the performance of my duties.	3.6	Agree	4.6	Strongly Agree
I am vigilant in the observation on the safe implementation of activities.	3.4	Undecided	4.6	Strongly Agree
I believe that community development is not only manifested in economic but on behavioral and social dimensions as well.	3.8	Agree	4.9	Strongly Agree
I have wholesome work habits, attitudes and values towards efficiency, productivity and sustainability.	3.4	Undecided	4.9	Strongly Agree
I value discipline, love for work, and empathy in dealing with constituents.	3.4	Undecided	4.6	Strongly Agree
I am transparent on the breakdown of sales and expenses.	3.4	Undecided	4.7	Strongly Agree
I am responsive to community needs, problems and issues.	3.4	Undecided	4.8	Strongly Agree
I am sensitive to the needs of the community.	3.3	Undecided	4.9	Strongly Agree
I am committed in participating the activities of MASUSAG.	3.5	Undecided	4.9	Strongly Agree
Weighted Mean	3.46	Undecided	4.77	Strongly Agree

Legend:

- 1.00-1.50 - Strongly Disagree
- 1.51-2.50 - Disagree
- 2.51-3.5 - Undecided
- 3.51 – 4.5 - Agree
- 4.51-5 - Strongly Agree

Attitude is defined as a set of views, beliefs, and norms about the individuals surrounding; it is where the person forms a favorable or unfavorable reaction towards the technology (Mosae and Ommani, 2011). Moore (2011) added that it is the individual's feelings about performing a particular behavior. Table 2.3 shows the impact assessment of the respondents as manifested through their attitudes and values toward work. Before the training, they were undecided on their values and attitudes, with a weighted mean of 3.46. After the training, it can be gleaned from the table that there is a significant change in their values and attitudes towards work as it has a weighted mean of 4.77. The respondents were one to claim that the social and behavioral dimension of leadership is as important as pushing the economic growth of the barangay. To attain, they realized that positive and wholesome attitudes and traits have to be manifested in them as they perform their work. They claimed that wholesome work habits, attitudes, and values towards efficiency, productivity, and sustainability, the value of discipline, love for work, and empathy in dealing with constituents are essential. Moreover, it is also essential to be committed to participating in the activities of MASUSAG, to be sensitive to the community's needs, and to be responsive to the community's needs, problems and issues.

Table 3. Impact Assessment of Respondents on Environment

ENVIRONMENTAL IMPACT				
INDICATOR	Before		After	
	Mean	Descriptive Value	Mean	Descriptive Value

I am aware of preserving the environment.	3.5	Undecided	4.6	Strongly Agree
I am encouraged to conserve the environment by observing proper planting practices and using organic fertilizers.	3.5	Undecided	4.9	Strongly Agree
I maintain the fertility of land by planting good quality crops that need less synthetic chemicals.	3.4	Undecided	4.7	Strongly Agree
I provide relevant information on proper farm cultural practices to the community members.	3.1	Undecided	4.9	Strongly Agree
I avoid burning farm waste materials.	3.6	Agree	4.9	Strongly Agree
I properly monitor the crops to promote cleanliness in the area.	3.3	Undecided	4.9	Strongly Agree
I rebuild biological life in the soil by using fewer chemicals on crops planted.	3.5	Undecided	4.7	Strongly Agree
I share my ideas about natural conservation in crop and livestock production with the community members.	3.2	Undecided	4.9	Strongly Agree
I monitor the condition by submitting regular soil analyses after a certain cropping period.	3.4	Undecided	4.6	Strongly Agree
I address the soil needs based on the result of soil analysis.	3.4	Undecided	4.7	Strongly Agree
Weighted Mean	3.37	Undecided	4.79	Strongly Agree

Legend:

- 1.00-1.50 - Strongly Disagree
- 1.51-2.50 - Disagree
- 2.51-3.5 - Undecided
- 3.51 – 4.5 - Agree
- 4.51-5 - Strongly Agree

Table 3 shows the impact assessment of the respondents as demonstrated through their actions towards the environment. The respondents rated their actions towards the environment before and after the study as 3.37 and 4.79, respectively. The respondents were one to claim that they are now aware of how to preserve the environment. They are encouraged to conserve the environment by observing proper planting practices and using organic fertilizers. They try to maintain land fertility by planting crops that need fewer synthetic chemicals; they avoid burning farm waste materials, promote cleanliness in the areas, and even share their ideas about the natural conservation of crop and livestock production with the members of the community. Moreover, they also have proper monitoring of the condition of the land and address the soil needs based on the result of soil analysis.

Table 4. T-test result on the Assessment of the Conducted Extension Activity in terms of Knowledge, Skills, Values and Attitudes and Environmental Impact

	Mean	sd	t	p-values
Knowledge_Before	3.43	.72	-25.485	.00
Knowledge_After	4.76	.48		
Skills_Before	3.37	.83	-21.314	.00
Skills_After	4.62	.60		
Values and Attitudes Before	3.46	.70	-24.91	.00
Values and Attitudes After	4.77	.42		
Environmental Before	3.37	.72	-23.35	.00
Environmental After	4.79	.42		

The result shows that Knowledge Before (M=3.43, sd=.72) and knowledge _After (M=4.76, sd=.48) indicate that the extension activities conducted resulted in the improvement in the knowledge of the respondents, $t(13)=-25.485$, $p=.00$.

The result from the skills _Before (M=3.37, sd=.83) and skills _After (M=4.62, sd=.60) indicate that the extension activities conducted resulted in the improvement in the skills of the respondents, $t(13)=-21.314$, $p=.00$.

The result from the Values and Attitudes _Before (M=3.46, sd=.70) and Values and Attitudes _After (M=4.77, sd=.42) indicate that the extension activities conducted resulted in the improvement in the Values and Attitudes of the respondents, $t(13)=-24.91$, $p=.00$.

In terms of environmental impact, the result from the Environmental impact _Before (M=3.37, sd=.72) and Environmental impact _After (M=4.79, sd=.42) indicate that the extension activities conducted resulted in the improvement in the Environmental Impact of the respondents, $t(13)=-23.35$, $p=.00$.

Table 5. Challenges Encountered Along Planning, Implementation and Monitoring of Extension Services

A. Planning	Frequency (Answered No)	Percentage
There is no direct focal person to contact with and discuss the concerns and needs of the Barangay.	14	100%
Lack of involvement of fellow barangay officials in the planning stage.	14	100%
There is no clear understanding between the Barangay and the College in the conduct of Extension Activities.	14	100%
Lack of communication between the Punong Barangay and the extension coordinator of the College.	14	100%
Lack of proper consultation by the College to the Barangay.	14	100%
B. Implementation	Frequency (Answered No)	Percentage
1. Lack of financial resources to fund extension activities that demand barangay counterpart.	14	100%
2. Lack of support from barangay officials.	14	100%
3. Lack of time to participate/attend in the activities conducted	14	100%
4. Lack of equipment in support to extension services.	14	100%
5. Difficulty understanding the lectures during the training/seminar.	13	92.86%
6. Lack of cooperation among the residents to attend seminars/trainings conducted.	14	100%
C. Evaluation	Frequency (Answered No)	Percentage
1. The proximity of the adopted barangay was far , making it difficult to conduct regular on-site monitoring.	14	100%
2. Vehicles are inaccessible to reach barangay anytime.	14	100%
3. Lack of time by the College Extension Coordinator and implementers to monitor the project	14	100%

Based on the answer of the respondents, they never experienced problems, trials, or challenges from the planning stage to the implementation stage until the evaluation stage.

Table 6. Distribution of respondents according to program evaluation

Statements	Mean	Descriptive Value
1. The trainings and activities addressed our needs.	4.43	Agree
2. The extension project was well-organized.	4.71	Strongly Agree
3. I gained knowledge in the conducted activities and trainings.	4.57	Strongly Agree
4. I have changed how I do things using practices/ideas from the Extension program.	4.36	Agree
5. The economy of the community has improved.	4.71	Strongly Agree
6. The project is beneficial.	4.64	Strongly Agree
7. The technologies introduced helps conserve and preserve the environment.	4.64	Strongly Agree
8. The extension activities can help us provide for our basic needs (food, clothing, shelter) through the income generated from the project.	4.78	Strongly Agree
9. I am confident that I can sustain providing for my family's needs.	4.64	Strongly Agree
10. Through this extension project, we already have foods available for the consumption of the community.	4.57	Strongly Agree
11. I am glad that I participated in the extension activities conducted.	4.86	Strongly Agree
Weighted Mean	4.63	Strongly Agree

Legend:

- 1.00-1.50 - Strongly Disagree
- 1.51-2.50 - Disagree
- 2.51-3.5 - Undecided
- 3.51 - 4.5 - Agree
- 4.51-5 - Strongly Agree

The respondents strongly agree (M=4.63) that the training and activities addressed their needs. The program is well-organized, which could be why they do not experience challenges in terms of planning, monitoring, and evaluation. Also, the respondents gained knowledge, skills, values, and attitudes. They also strongly agree with the statement that their community has improved in terms of the economic aspect; thus, they consider the extension activity very useful. The technologies that were introduced help conserve and preserve the environment. Not only that, it even helped them provide for their basic needs through the income they generated. With their skills, knowledge, values, and attitudes, they are confident that they can sustain providing needs to their families since, through the extension activity, they already have foods available for the consumption of their community. Overall, they are glad they participated in the extension activities conducted by Central Mindanao University College of Agriculture.

4. CONCLUSION

Based on the results, the following conclusions were derived:

- The College Extension services were highly useful to the respondents;
- The respondents learned a lot from the extension activities of the College of Agriculture;
- The respondents became more skillful and conscientious in accomplishing their mandated tasks;
- The respondents became more empathic to the needs and concerns of their residents in spite of the trials encountered by them;
- The respondent's knowledge, skills, values, and attitudes significantly differ before and after the training.
- The respondents were glad that they attended the extension activities.

5. RECOMMENDATIONS

With the conclusions above, the following are now recommended:

That the College will conduct comparable extension activities in other barangays to increase its community service, which will, later on, be a source for a comparative impact study assessment;

For better coordination, the adopted barangay should assign a barangay official who will take charge of extension, partnerships, and linkages;

To completely operationalize the boundary of instruction and extension, the faculty members have to be given enough time for the extension activities.

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