
Practices in Extension Services: Basis for the Formulation of Manual of Operation

Garingan, E. G. *

Quirino State University-Philippines.

Garingan, E. G. (2015). Practices in extension services: Basic for the formulation of manual of operation. *International Journal of Agricultural Technology* 11(2):399-421.

Abstract This research assessed the practices in extension services as a basis for the formulation of a manual of operation for extension of Quirino State University from June 2014 – October 2014. It investigated and described: the profile of the respondents according to sex, age, civil status, ethnic affiliation, highest educational attainment and years of experience in extension services. It determined the existence of significant difference on the frequency of usage of training modalities and extension services, extent of benefits derived in extension activities, degree of seriousness of problems encountered along the different extension services. The study used the descriptive research design. Questionnaire was used to gather information from 59 extension coordinators and extension workers. Data were analysed using frequency counts and percentages, means, t-test, analysis of variance and scheffe' test were utilized. Extension workers belong to the age range 21- 30 mostly females and married. Most of the respondents are Ilocano, Masters Graduate and 1-5 years of experience in extension activities. Results revealed that individual method along electronic media/computer described as often, group method along field days is described as often, mass media along motion pictures is described as always. Environmental education and management on waste management described as often, alternative learning system on capability building program is described as often, nutrition, health and family welfare on information drive on disaster management is described as often, socio-economic activities on food processing is described as often, information technology on manipulation of computer and spread sheet is described as rarely, and community welfare on first aid is described as often. Office calls on gender, lecture on civil status, meetings on age, radio on ethnic affiliation and highest educational attainment, project visuals and lantern slides on age and ethnic affiliation, graphic and display formats on ethnic affiliation, and motion pictures on ethnic affiliation is significant . Directing on highest educational attainment, awareness of cultural values also on highest educational attainment is significant. Lack of community involvement on ethnic affiliation, lack of administrative support on civil status, peace and order on age is also significant. Gender, civil status, ethnic affiliation and highest educational attainment affect the extension modalities in extension activities. Age and civil status also affects the extension services in extension activities. Highest educational attainment affects the benefits derived in extension activities. Ethnic affiliation, civil status, and age also affect the degree of seriousness of problems encountered in joining the activities. Findings suggest that use of extension modalities and extension services should be strengthened, anticipation on desired outcomes should be considered, extension services should be sustained, expansion of extension activities should be done, proper planning is highly recommended, capability of extension services should be maintained, linkages should also be

* **Corresponding author:** Garingan, E. G.; **Email:** qsu.rdet.diffuncampus@gmail.com

retained, Adopt-a-Community and School Program should still be sustained and economic and social impacts should be improved.

Keywords: extension, services, operation

Introduction

Not so long ago, companies were reinvented by teams. Communities of practice may reinvent then yet again – if managers learn to cultivate these fertile organizational forms without destroying them.

According to Harold Kerzner, a recognized project management authority around the world, has defined Best Practices as “those processes, procedures or practices which a company or project applies to other similar situations because they have proved to be valuable or successful in the past and they can be assumed to be successful again in the future.”

All universities engage in research and teaching, but the nation’s more than 100 land-grant colleges and universities have a third critical mission – extension. ”Extension” means “reaching out,” and – along with teaching and research – land - grant institutions “extend” their resources, solving public needs with colleges or university resources through non-formal, non-credit programs.

A best practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result. A commitment to using the best practices in any field is a commitment to using all the knowledge and technology at one's disposal to ensure success.

One of the goals of CHED as per Memorandum Order 25 s. 2005 is for SUCs/HEIs to become “engines of growth” contributing significantly to poverty alleviation, food production, and sustainable natural resource management through massive technology promotion and commercialization. Extension services are provided in response to the needs and urgent concerns of the community it serves. The extension function makes the Institution’s presence felt in the community. It involves the application of existing and new knowledge and technology and those generated in the Institution to improve the quality of life of the people. Through the extension program, people are empowered with the appropriate knowledge, attitudes and skills. It is important and necessary to cater various aspects of the community life.

The advent of RA 9163 otherwise known as the National Service Training Program Law mandated all higher education institution (HEIs) to implement the National Service Training Program or NSTP as part of the curricular offerings and as a requirement for Baccalaureate degree with each student affected to earn the necessary 6 units or 3 units per semester. The

implementation began in 2002. NSTP modules and curricular development, different community programs and project engagements. The varied disciplines and community experiences greatly helped in developing the framework, orientation, and direction of NSTP which when translated into training modules both in classroom discussions and in community activities had considerable impacts and had seen potential benefits to the students, facilitators, University community, partner communities and other program stakeholders.

Community engagement often called “service learning,” are ones that combine learning goals and community service in ways that can enhance both student growth and the common good. In the words of the National Service Learning Clearinghouse, it is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” Or, to quote Vanderbilt University’s Janet S. Eyer (winner of the 2003 Thomas Ehrlich Faculty Award for Service Learning) and Dwight E. Giles, Jr., it is “a form of experiential education where learning occurs through a cycle of action and reflection as students . . . seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. . . experience enhances understanding; understanding leads to more effective action.”

Manual of Operation explains the cooperative extension service policies and procedures. Some of these policies and procedures are general summaries of other policies and procedures. In case of any conflict or any difference in interpretation between this manual and governing regulations, administrative regulations, the human resources policy and procedure administrative regulations (formerly known as staff personnel policy and procedure administrative regulations) and contracts, the latter are the correct and final authority. The Manual summarizes and translates the existing extension policies into more specific terms to ensure that extension personnel and faculty involved will have clearer direction and adequate basis and encouragement in their participation in the different extension undertakings of the University. It also incorporates all the recent trends and issues on extension towards greater relevance, quality service and internationalization.

The practices in extension services are very important which motivated the researcher to assess the practices in extension services as a basis for the formulation of a manual of operation for extension.

Objectives of the Study

The main purpose of this study is to determine the practices in extension services.

Specifically, the research will give view to the following objectives:

1. Determine the profile of respondents in terms of:
 - 1.1 Gender
 - 1.2 Age
 - 1.3 Ethnic Affiliation
 - 1.4 Educational Attainment
 - 1.5 Experience in extension services
2. Determine the frequency of usage of extension modalities and extension services employed by various colleges in the three campuses of Quirino State University;
3. Determine the benefits derived from the involvement along the different extension services;
4. Assess the degree of seriousness of problems encountered by these colleges in the conduct of extension and training activities;
5. Evaluate the significant difference on the frequency of usage of training modalities and extension services employed when they are grouped by their profile.
6. Evaluate the existence of significant differences on extent of benefits derived by respondents along the extension activities when they are grouped by their profile;
7. Evaluate the significant differences on the degree of seriousness of problems encountered along the different extension services when they are grouped by their profile.

Conceptual Framework

In this study, the researcher used the Input- Process- Output (IPO) model to show the relationship of the variables under study. The input of the research includes practices, training modalities, services, benefits and problems in extension services; These inputs will be used in the assessment of practices. The Process includes the assessment of practices, training modalities in extension services . The output of the research is the basis for the formulation of a manual of operation for extension. Intervening variables are: profile of respondents such as gender, age, ethnic affiliation, educational attainment, and experience in extension services.

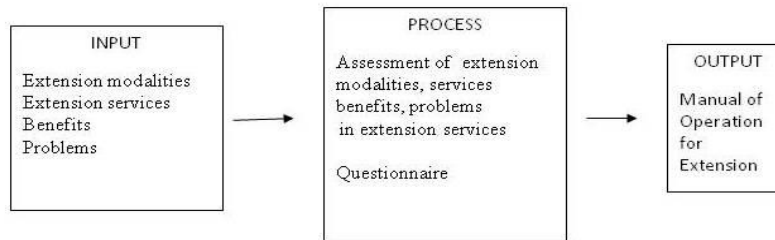


Figure 1. Paradigm showing the relationship among variables.

Materials and methods

Research Design

This study is a descriptive type of research. It describes the practices in extension services. The practices in extension services will be described when they are grouped by their profile.

Samples and Sampling Procedure

The research considered all the colleges in the three campuses of the university as respondents.

The Research Instrument

The instrument is a questionnaire.

Statistical Tools

For analyzing the result of the research, the following statistics were used.

1. Frequency counts and percentages, these will be used to analyze the data on the demographic profile of the respondents particularly their gender, age, civil status, ethnic affiliation, highest educational attainment, and years of experience in extension.
2. T-test This will be used to determine the significant differences on some variables like frequency, gender, and civil status.
3. Analysis of variance and Scheffe” were utilized to compare the extension services from the profile of the respondents.
4. Mean – will be used in computing the age.

Results

This part presents results of the research in the following order: profile of the respondents; training modalities; extension services, benefits and problems. Significant differences on the practices in extension services when they are grouped by profile.

Profile of Respondents

Table 1. Profile of the respondents

Particulars	Frequency	Percent
Gender		
Male	13	25.49
Female	38	74.50
Total	51	100.00
Age		
21-30	19	37.25
31-40	8	15.68
41-50	13	25.49
51 and above	11	21.56
Mean Age = 38.63		
Total	51	100.00
Civil Status		
Single	12	23.52
Married	39	76.47
Single Parent	0	0
Widow/Widower	0	0
Separated	0	0
Annul	0	0
Total	51	100.00
Ethnic Affiliation		
Ilocano	40	78.43
Ifugao	3	5.88
Ibaloy	0	0
Tagalog	5	9.80
Visaya	0	0
Others	3	5.88
Total	51	100.00

Highest Educational Attainment		
Bachelors' Degree	5	9.80
With Masters' Unit	12	23.52
Masters Graduate	18	35.29
With Doctoral Unit	8	15.68
Doctoral Degree	8	15.68
Holder		
Total	51	100.00
Number of Years of Experience		
1-5	33	64.70
6-10	5	9.80
11-15	0	0
16 and above	13	27.45
Total	51	100.00

The table shows that majority of the respondents belong to the age range 21-30 mostly females and married. Most of the respondents are Ilocano, masters' graduate and 1-5 years of experience in extension activities.

Analysis of Variance on the frequency of usage of the extension modalities and extension services between and Among the Respondents

Table 2. Results of the analysis of variance on the significant difference on Extension Modalities of the respondents

Extension Modalities	Gender	Age	Civil Status	Ethnic Affiliation	Highest Educational Attainment	Years of Experience in Extension
1. Individual Method						
a. Farm and Home Visits	Ns	Ns	ns	Ns	Ns	Ns
b. Office Calls	S	Ns	Ns	Ns	Ns	Ns
c. Telephone Calls	Ns	Ns	Ns	Ns	Ns	Ns
d. Personal	Ns	Ns	Ns	Ns	Ns	Ns
e. Letters/Correspondence						
f. Informal Contacts	Ns	Ns	Ns	Ns	Ns	Ns

g.Electronic Media/ Computer	Ns	Ns	Ns	Ns	Ns	Ns
2.Group Method						
a.Lecture	Ns	Ns	S	Ns	Ns	Ns
b.Farm Demonstration						
b.1 Method	Ns	Ns	Ns	Ns	Ns	Ns
Demonstration	Ns	Ns	Ns	Ns	Ns	Ns
b.2 Result						
Demonstration						
c.Tours & Field Trips	Ns	Ns	Ns	Ns	Ns	Ns
d.Field Days	Ns	Ns	Ns	Ns	Ns	Ns
e.Meetings	Ns	S	Ns	Ns	Ns	Ns
f. Group Discussion	Ns	Ns	Ns	Ns	Ns	Ns
3.Mass Media						
a.Radio	Ns	Ns	Ns	S	S	Ns
b.Television & Video	Ns	Ns	Ns	Ns	Ns	Ns
c.Print Medium & Publication	Ns	Ns	Ns	Ns	Ns	Ns
d.Posters	Ns	Ns	Ns	Ns	Ns	Ns
e.Exhibits & Displays	Ns	Ns	Ns	Ns	Ns	Ns
f. Educational Campaign	Ns	Ns	Ns	Ns	Ns	Ns
g.Project Visuals, Lantern Slides	Ns	S	Ns	S	Ns	Ns
h.Graphic & Display Formats	Ns	Ns	Ns	S	Ns	Ns
i. Motion Pictures	Ns	Ns	Ns	S	Ns	Ns

The table shows that there is significant difference between office calls on gender, lecture on civil status, meetings on age, radio on ethnic affiliation and highest educational attainment, project visuals and lantern slides on age and ethnic affiliation, graphic and display formats on ethnic affiliation, and motion pictures also on ethnic affiliation along extension modalities. This was further subjected to Scheffe' Test to determine which pairs of group differed significantly.

Table 3. Results of Scheffe' test on the frequency of usage of the extension modalities of the respondents

Extension Modalities	Ethnic Affiliation		Mean Difference (I-J)	Std. Error	Sig.	
Radio	Ilocano	Ifugao	1.58333	.54970	.052	
		Tagalog	.05000	.43558	1.000	
		Others	9.1667	.54970	.435	
	Ifugao	Ilocano	1.58333	.54970	.052	
		Tagalog	1.53333	.67063	.171	
		Others	.66667	.74978	.851	
Project Visuals, Lantern Slides	Tagalog	Ilocano	.97500	.42450	.168	
		Ifugao	-1.40000	.65356	.219	
		Others	-2.06667	.65356	.027	
	Others	Ilocano	1.09167	.53571	.259	
		Ifugao	.66667	.73070	.841	
		Tagalog	2.06667	.65356	.027	
Graphic & Display Formats	Ilocano	Ifugao	-.92500	.52855	.392	
		Tagalog	.47500	.41882	.733	
		Others	-1.59167	.52855	.039	
	Tagalog	Ilocano	-.47500	.41882	.733	
		Ifugao	1.40000	.64482	.209	
		Others	2.06667	.64482	.025	
	Others	Ilocano	1.59167	.52855	.039	
		Ifugao	.66667	.72093	.836	
		Others	2.06667	.64482	.025	
	Motion Pictures	Ilocano	Ifugao	-.97500	.50039	.297
			Tagalog	.42500	.39651	.766
			Others	-1.64167	.50039	.020
Tagalog		Ilocano	-.42500	.39651	.766	
		Ifugao	-1.40000	.61047	.169	
		Others	-2.06667	.61047	.016	
Others		Ilocano	1.64167	.50039	.020	
		Ifugao	.66667	.68252	.812	
		Others	2.06667	.61047	.016	

As shown on the table, Ilocano is (0.52*) and Ifugao also (0.52*) on radio. In addition, on project visuals, lantern slides others and Tagalog is (0.27*), on graphic & display formats Ilocano is (0.39*), others is (0.25*), and others is (0.25*). On motion pictures others is (0.20*), others is (0.16), Ilocano is (0.20*) and others is (0.16*) showed significant difference on the frequency of usage of extension modalities. This implies that ethnicity affects on radio, project visuals, lantern slides, graphic and display formats and motion pictures.

Table 4. Results of the analysis of variance on the significant difference on Extension Services of the respondents

Extension Services	Gender	Age	Civil Status	Ethnic Affiliation	Highest Educational Attainment	Years of Experience in Extension
1.Environmental Education and Management						
a. Tree Planting	Ns	Ns	Ns	Ns	Ns	Ns
b. Community Beautification	Ns	Ns	Ns	Ns	Ns	Ns
c. Clean and Green Program	Ns	S	Ns	Ns	Ns	Ns
d. Waste Management	Ns	Ns	S	Ns	Ns	ns
e. Clean Air Act	Ns	Ns	ns	Ns	Ns	ns
2. Alternative Learning System						
a. Basic Literacy Program	Ns	Ns	ns	Ns	Ns	ns
b. Functional Literacy and Adult Education	Ns	Ns	ns	Ns	Ns	ns
c. Capability Building Program	Ns	Ns	ns	Ns	Ns	ns
d. Continuing Education	Ns	Ns	ns	Ns	Ns	ns
3.Nutrition, Health and Family Welfare						
a. Campaign and Information Drive Against Drug Abuse	Ns	Ns	ns	Ns	Ns	ns

b. Preventive Measure on Dengue Fever	Ns	Ns	ns	Ns	Ns	ns
c. Health and Sanitary Survey	Ns	Ns	ns	Ns	Ns	ns
d. Population Control and Education	Ns	Ns	ns	Ns	Ns	ns
e. Information Drive on Disaster Management	Ns	Ns	ns	Ns	Ns	ns
4.Socio-economic Activities						
a. Livelihood Program	Ns	Ns	ns	Ns	Ns	ns
b. Backyard Gardening	Ns	Ns	ns	Ns	Ns	ns
c. Food Processing	Ns	Ns	ns	Ns	Ns	ns
d. Food Production	Ns	Ns	ns	Ns	Ns	ns
e. Entrepreneurship	Ns	Ns	ns	Ns	Ns	ns
5.Information Technology Basic Computer Skills						
a. Manipulation of Computer	Ns	Ns	ns	Ns	Ns	ns
b. Hands-on Activity Higher Skills	Ns	Ns	ns	Ns	Ns	ns
c. Spread sheet	Ns	Ns	ns	Ns	Ns	ns
d. Photo Shop/Photo-Lay- outing	Ns	Ns	ns	Ns	Ns	ns
e. Movie Maker	Ns	Ns	ns	Ns	Ns	ns
6.Community Welfare						
a. Fire Prevention	Ns	Ns	ns	Ns	Ns	ns
b. First Aid	Ns	Ns	ns	Ns	Ns	ns
c. Human Rights	Ns	Ns	ns	Ns	Ns	ns

As shown on that there is significant difference between clean and green on age, solid waste management on civil status while other profile of the respondents do not differ significantly on the frequency of usage used along extension services.

Table 5. Results of the analysis of variance on the significant difference on the extent of benefits derived of the respondents

Extent of Benefits	Gender	Age	Civil Status	Ethnic Affiliation	Highest Educational Attainment	Years of Experience in Extension
Personal						
a. Social Recognition	Ns	Ns	ns	Ns	Ns	ns
b. Awards and Citations	Ns	Ns	ns	Ns	Ns	ns
c. Travels	Ns	Ns	ns	Ns	Ns	ns
Professional						
a. Development of Skills	Ns	Ns	ns	Ns	Ns	ns
b. Enhancement of Skills	Ns	Ns	ns	Ns	Ns	ns
b.1 Planning	Ns	Ns	ns	Ns	Ns	ns
b.2 Organizing	Ns	Ns	Ns	Ns	Ns	ns
b.3 Directing	Ns	Ns	Ns	Ns	S	ns
b.4 Controlling	Ns	Ns	Ns	Ns	Ns	ns
c. Linkages	Ns	Ns	Ns	Ns	Ns	ns
d. Gaining Self-Confidence	Ns	Ns	Ns	Ns	Ns	ns
e. Awareness of Cultural Values	Ns	Ns	Ns	Ns	S	ns
f. Transmission of Cultural Values	Ns	Ns	Ns	Ns	Ns	ns
Socio-economic Benefits						
a. Interpersonal Relationship	Ns	Ns	Ns	Ns	Ns	ns
b. Teamwork	Ns	Ns	Ns	Ns	Ns	ns
c. Social Awareness	Ns	Ns	Ns	Ns	Ns	ns

The table shows that there is significant difference between directing on highest educational attainment, awareness of cultural values also on highest educational attainment while other profile of the respondents do not differ significantly on the extent of benefits derived by respondents along the extension activities . This was further subjected to Scheffe' Test to determine which pairs of group differed significantly.

Table 6. Results of Scheffe' test on the extent of benefits derived along the extension activities of the respondents

Benefits	Highest Educational Attainment		Mean Difference (I-J)	Std. Error	Sig.
Awareness of Cultural Values	Bachelor's Degree	With Masteral Unit	60000	.37160	.629
		Masteral Graduate	1.07059	.35051	.070
		Doctoral Unit	60000	.39277	.676
	Doctoral Graduate	Doctoral Graduate	1.20000	.37736	.053
		Bachelor's Degree	1.20000	.37736	.053
		With Masteral Unit	.60000	.30103	.421
		Masteral Graduate	.12941	.27457	.994
		Doctoral Unit	60000	.32681	.505

The table reveals that on awareness on cultural values, along Bachelors Degree, Doctoral Graduate is (.053*) and also along Doctoral Graduate on Bachelors Degree is also (.053*). This implies that highest educational attainment affects on awareness on cultural values.

Table 7. Results of the analysis of variance on the significant difference on the degree of seriousness of problems encountered in joining the activities of the respondents

Problems	Gender	Age	Civil Status	Ethnic Affiliation	Highest Educational Attainment	Years of Experience in Extension
a. Financial Constraints	Ns	Ns	ns	Ns	Ns	Ns
b. Time Constraints	Ns	Ns	ns	Ns	Ns	Ns
c. Inadequate Skills	Ns	Ns	ns	Ns	Ns	Ns
d. Lack of Knowledge	Ns	Ns	ns	Ns	Ns	Ns
e. Additional Burden/Load	Ns	Ns	ns	Ns	Ns	Ns
f. Lack of Community Involvement	Ns	Ns	ns	S	Ns	Ns
g. Negative Attitudes of the Clients	Ns	Ns	ns	Ns	Ns	Ns
h. Lack of Peer Support	Ns	Ns	ns	Ns	Ns	Ns
i. Lack of Administrative Support	Ns	Ns	S	Ns	Ns	Ns
j. Lack of Feedback Mechanism (Monitoring and Evaluation)	Ns	Ns	ns	Ns	Ns	Ns
k. Lack of Barangay Leaders Support	Ns	Ns	ns	Ns	Ns	Ns
l. Lack of Resources	Ns	Ns	ns	Ns	Ns	Ns
m. Security	Ns	Ns	ns	Ns	Ns	Ns
n. Peace and Order	Ns	S	ns	Ns	Ns	Ns

The table reveals that there is significant difference between lack of community involvement on ethnic affiliation, lack of administrative support on civil status, peace and order on age while other profile of the respondents do not differ significantly on the degree of seriousness of problems encountered by the respondents in joining the activities. This was further subjected to Scheffe' Test to determine which pairs of group differed significantly.

Table 8. Results of Scheffe' test on the on the degree of seriousness of problems encountered in joining the activities of the respondents

Problems	Age		Mean		
			Difference (I-J)	Std. Error	Sig.
Peace and Order	41-50	21-30	-.32323	.36507	.853
		31-40	.79545	.44324	.369
		51 & Above	-1.11688	.38434	.049
	51 & Above	21-30	.79365	.33992	.157
		31-40	.32143	.42277	.901
		41-50	1.11688	.38434	.049

As shown on the table, peace and order on age 41-50 from age 51 & above is (.049*) and on 51 & above from age 41-50 is also (.049*) which showed significant difference. This implies that age affects on peace and order.

Profile of Respondents

Majority of the respondents belong to the age range 21- 30 mostly females and married. Most of the respondents are Ilocano, masters' graduate and 1-5 years of experience in extension activities.

Frequency of Usage of Extension Modalities and Extension Services

The frequency of usage of extension modalities along individual method of the respondents on electronic media/computer reveal that the mean is 3.33 which described as often, group method along field days is 2.90 described as often, mass media along motion pictures is 3.77 which described as always.

The frequency of usage of extension services of the respondents along environmental education and management on waste management reveal that the mean is 3.11 which described as often, alternative learning system on capability building program is 2.64 described as often, nutrition, health and

family welfare on information drive on disaster management is 2.90 which described as often, socio-economic activities on food processing is 3.03 described as often, information technology on manipulation of computer and spread sheet is 2.37 which described as rarely, and community welfare on first aid is 2.64 which described as often.

Extent of Benefits Derived by Respondents in Extension Activities

The extent of benefits along extension activities by the respondents on personal along social recognition is 2.72 which described as great extent; on professional along development of skills is 3.25 described as great extent; and on socio- economic benefits along interpersonal relationship is 3.33 described as very great extent.

Degree of Seriousness of Problems Encountered by the Respondents in Joining the Activities

The degree of seriousness of problems encountered by the respondents in joining the activities along time constraints is 2.96 described as serious.

Analysis of Variance on the frequency of usage of the extension modalities and extension services of the Respondents

There is significant difference between office calls on gender, lecture on civil status, meetings on age, radio on ethnic affiliation and highest educational attainment, project visuals and lantern slides on age and ethnic affiliation, graphic and display formats on ethnic affiliation, and motion pictures on ethnic affiliation while other profile of the respondents do not differ significantly on the frequency of usage used along extension modalities.

Ilocano is (0.52*) and Ifugao also (0.52*) on radio . Also on project visuals, lantern slides others and Tagalog is (0.27*), on graphic & display formats Ilocano is (0.39*), others is (0.25*), and others is also (0.25*). On motion pictures others is (0.20*), others is (0.16), Ilocano is (0.20*) and others is (0.16*) showed significant difference on the frequency of usage of extension modalities. This implies that ethnic affiliation affects on radio, project visuals, lantern slides, graphic and display formats and motion pictures.

There is significant difference between clean and green on age, solid waste management on civil status while other profile of the respondents do not differ significantly on the frequency of usage used along extension services.

Analysis of Variance on the extent of benefits derived along the extension activities of the respondents

There is significant difference between directing on highest educational attainment, awareness of cultural values also on highest educational attainment while other profile of the respondents do not differ significantly on the extent of benefits derived by respondents along the extension activities .

Awareness on cultural values, along Bachelors Degree, Doctoral Graduate is (0.53*) and also Doctoral Graduate along Bachelors Degree Bachelors Degree is also (0.53*). This implies that highest educational attainment affects awareness on cultural values.

Analysis of Variance on the degree of seriousness of problems encountered in joining the activities of the respondents

There is significant difference between lack of community involvement on ethnic affiliation, lack of administrative support on civil status, peace and order on age while other profile of the respondents do not differ significantly on the degree of seriousness of problems encountered by the respondents in joining the activities.

Peace and order on age 41-50 from age 51 & above is (0.49*) and on 51 & above from age 41-50 is also (0.49*) which showed significant difference. This implies that age affects on peace and order.

Discussion

Warner, Hinrich, Schneyer, and Joyce (1998) suggest that the role of Cooperative Extension Service personnel is transitioning from educational programmer and facilitator to builder of community partnerships that engage in research focused on the community problem-solving process. The CYFAR Organizational Change Survey (Betts *et al.*, 1998) found that collaboration with other community, state, and federal organizations was perceived to enhance the Cooperative Extension Service's experience and credibility in work with at-risk groups and that collaboration was worth the effort.

Lerner (1995) indicates that it is imperative for prevention research to include collaborations between researchers and community groups, agencies, and institutions. The Cooperative Extension Service can provide a valuable link between community groups and institutions (e.g., schools) to enable collaborative prevention efforts. The Cooperative Extension Service increasingly collaborates with schools and community agencies to develop, deliver, and evaluate prevention programs (Miltenberger, 2001; Molgard, 1997;

Smith *et al.*, 1995; Smith, Hill & Bandera, 1997). Smith *et al.* (1995) conducted a qualitative study of school principals who had collaborated on youth at-risk programs with the Cooperative Extension Service.

The particular niche of a community-based, university-sponsored leadership development effort was labeled community action leadership development (CALD) and defined as the development of energized communities of co-leaders and co-learners committed to concerted action toward a collective vision (Vandenberg & Sandmann, 1995).

Cooperative Extension Service personnel implement research-based programs that address a broad range of issues and needs, including youth character development, youth science and technology skill development, youth and family resiliency skills, child care and parenting skills, as well as prevention programs addressing teen pregnancy, child abuse, community crime and violence, drug and alcohol abuse, and academic underachievement (Hobbs, 1994).

A new philosophy of leadership is emerging. Dubbed "post-heroic" leadership (Huey, 1994), it is based on bottom-up transformation fueled by shared power and community building. John Nirenberg's (1993) *The Living Organization*, quoted earlier, eloquently expresses the fluid, distributed, community, and action-oriented nature of leadership from this perspective.

It is not leadership from any one person that is required, it is an aspect of leadership each of us summons from within. In this respect, the same qualities we have sought in one person can be found distributed among many people who learn, in community, to exercise their "leadership" at appropriate moments. This occurs when people are vitally concerned about issues or when executing their responsibilities. Leadership thus becomes a rather fluid concept focusing on those behaviors which propel the work of the group forward. John Nirenberg (1993)

"Communities of commitment" (Kofman & Senge, 1993) represent a shift from competition and self-centeredness. They provide both a model for organizing and a haven for the expression of spirituality, the practice of new ways of relating, and the promotion of important values such as trust, commitment, sharing, and ownership.

Extension has provided supplementary funding and program resources to work with children, youth and families determined as high risk due to their low socio-economic status, complacent or permissive community laws, low neighborhood attachment, and generally negative media influences (Bogenschneider *et al.*, 1990).

In fact, a 1990 national study on Extension leadership development reported that "on average, staff spent seven hours per week trying to develop

leadership skills among clientele, i.e., 15% of their work time" (Michael *et al.*, 1990). However, they also found that Extension staff tended to teach skills associated with stable social order and similarity in social values, working within groups, and knowing how to do things right (transactional leadership). There was an apparent emphasis on "doing over understanding." Further, the study found the Extension staff gave less emphasis to dealing with change, diversity and conflict, transformational or visionary leadership, and to those situations involving knowledge, perception, and attitude.

Contaio (2003) studied the effectiveness of the extension program of the University of Northern Philippines. Based on his findings, the level of executive leadership is very high due to the ability of the incumbent President to steer and influence the other officials under him. Personnel are perceived at a "high" level only because there were times when some coordinators and extensionists appear lukewarm in their job. Financial capability is also perceived to be a "high" level only because there is just enough budget for implementation. Among the programs, skills training appear to be the most relevant as evidenced by a "very high" rating. On the other hand, the relevance of information drive and livelihood organizations was only high because they seemed not to be as productive and functional. Only a few clienteles have been employed using the skills they learned.

Buemio (2006) studied the Community Extension Program of Saint Paul College of Ilocos Sur. The salient findings include the following: SPCIS is an institutional headed by an administrator with a "very high" leadership capability; along executive leadership, the respondents, as evidence by the, mean rating of 4.44, showed a "very high" perception. Based on the findings, she concluded that the school has a remarkable agenda along extension services as shown in the administrative capability, the professional and personal characteristics of implementors, and in the participation of development partners. The overall implementation of the program was significantly influenced by administrative capability and executive leadership of having remarkable agenda along extension services, clear goals and objectives, effective planning, implementation, monitoring and evaluation of the program. The economic, socio-cultural, and personal aspects are significant factors in the overall impact of the extension program.

According to Duncan *et al.* (2000), reaching out has evolved into urban development. Truly, neighborhood service today goes beyond merely giving dole-outs as what practiced in some parts of the world. A model of neighborhood social service has many more characteristics than "localness". Neighborhood service often respects and uses race and ethnicity as instrument

for delivery. It does not select among social classes, just like the school, it does not discriminate people who would like to avail of the services.

Diem (2001) believed that a program that addresses the needs identified by the people themselves tends to be more effective in eliciting people's participation. It follows that any program must recognize the value of the people's participation starting from the conceptualization phase. This is done by undertaking a community study that would explore the actual concerns of the people. These in turn must be translated into a workable program or project responsive to the identified needs or concerns.

The study is quite similar to the theses of Contaoi (2003) and Buemio (2006) in that the two researchers studied the effectiveness of the Extension Program. However, it will go deeper into the program output.

Conclusions

From the findings of the study, the following conclusions are made.

1. Extension workers belong to the age range 21- 30 mostly females and married. Most of the respondents are Ilocano, masters graduate and 1-5 years of experience in extension activities.

2. Individual method along electronic media/computer described as often, group method along field days is described as often, mass media along motion pictures is described as always.

3. Environmental education and management on waste management described as often, alternative learning system on capability building program is described as often, nutrition, health and family welfare on information drive on disaster management is described as often, socio-economic activities on food processing is described as often, information technology on manipulation of computer and spread sheet is described as rarely, and community welfare on first aid is described as often.

4. Office calls on gender, lecture on civil status, meetings on age, radio on ethnic affiliation and highest educational attainment, project visuals and lantern slides on age and ethnic affiliation, graphic and display formats on ethnic affiliation, and motion pictures on ethnic affiliation is significant while other profile of the respondents do not differ significantly on the frequency of usage used along extension modalities.

5. Directing on highest educational attainment, awareness of cultural values also on highest educational attainment is significant while other profile

of the respondents do not differ significantly on the extent of benefits derived by respondents along the extension activities.

6. Lack of community involvement on ethnic affiliation, lack of administrative support on civil status, peace and order on age is significant while other profile of the respondents do not differ significantly on the degree of seriousness of problems encountered by the respondents in joining the activities.

7. Gender, civil status, ethnic affiliation and highest educational attainment affects the extension modalities. Age and civil status also affects the extension services of the respondents in extension activities.

8. Highest Educational Attainment affects the benefits derived by respondents along the extension activities

9. Ethnic affiliation, civil status, and age affects the degree of seriousness of problems encountered by the respondents in joining the activities

Recommendations

1. The use of extension modalities and extension services should be strengthened.

2. Activities on extension should be participated and enjoined by all faculty and personnel.

3. Problems encountered in extension activities should be addressed immediately.

4. Feedback mechanism is important for improvement.

5. Support by the community is recognized.

6. Evaluation on extension activities is necessary.

7. Anticipation on desired outcomes should be considered.

8. Extension services should be sustained.

9. Expansion of extension activities should be done.

10. Proper planning is highly recommended.

References

Huey, J. (1994). The new post-heroic leadership. *Fortune*. pp. 42-50.

Kofman, F. and Senge, P. M. (1993). Communities of commitment: The heart of learning organizations. *Organizational Dynamics* 22:5-23.

- Michael, J. A. (1994). For the common good: A strategic plan for leadership and volunteer development. Washington, DC: United States Department of Agriculture.
- Michael, J. A., Paxson, M. C. and Howell, R. E. (1990). Developing leadership among Extension clientele. Washington, DC: United States Department of Agriculture.
- Nirenberg, J. (1993). The living organization: Transforming teams into workplace communities. Homewood, IL: Business One Irwin.
- Senge, P. M. (1990). The fifth discipline: The art and practice of the learning organization. New York: Doubleday/Currency.
- Vandenberg, L. and Sandmann, L. (1995). Community action leadership development: A conceptual framework for Michigan State University Extension (MSU Extension Leadership Series No. 95-01). East Lansing: Michigan State University.