

Training on native delicacies: An impact study

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Abstract

This study was conducted to evaluate the outcome or effectiveness of extension program at Suyo Ilocos Sur. It tried to a) determine the respondents profile in terms of age, sex, educational background, number of related trainings attended, membership in organization; b) level of program outputs in terms of skills training acquired; c) level of economic and social impact; d) Problems encountered. Descriptive evaluative research was used. There were 25 participants in this study. (24) Sk officials and (1) Tourism officer. The instrument used was questionnaire, Frequency count, percentage, weighted mean were used to treat the gathered data. The results led to the following conclusions: a) Majority of the respondents are female, with the age bracket of 20-22, College level, 1-3 training attended, 1-2 members of organization; b) In the level of program outputs in terms of the skills learned improved their self-esteem is agreed same with the skills acquired are disseminated to other people and they adopted the technology learned; c) In the level of economic impact did not improve their economic status, In the level of social impact most of the respondents helped them to boost their self-esteem, confidence and to mingle with other people; d) Financial and lack of materials are their main problem. The following are recommended: a) Local Government Unit may screen participants who are qualified to access extension activities that will be conducted; b) The College and the Local Government Unit may establish more linkages that can provide financial and raw materials; c) Regular evaluation of extension program conducted may be done by the college to determine its effectiveness.

Keywords: native delicacies, extension activity, impacts, trainings

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1. Introduction

SPSC's Vision is to transform lives and communities, and one way of improving the lives of people is through outreach program and extension services. Extension is an essential function of higher education institutions that is derived from its plans and is a practice of transferring information, knowledge or skills that can assist individuals economic, social, and environmental aspect. Conducting community extension service is about building relationships with the communities. Community extension services programs and activities are geared toward helping people by empowering them. Extension services provide skills training to qualified beneficiaries in particular to the target community, create self-employment opportunities, supplement family income of the beneficiaries, develop people empowerment for the poor sector of the society, uplift the standard of living of the people in the community and develop social awareness and responsibility among the students and faculty.

The Ilocos Sur Polytechnic State College Candon Campus is just like any other institutions of higher learning that shares the responsibility to actively participate in any programs, projects and activities that would contribute transformative development to the region and to the whole nation. It is mandated to deliver quality programs in instruction, research, extension, production, and development of responsive, proactive professionals and graduates professing determination and hard work in the system. The College is not only accredited based on its excellence in teaching research and production functions, but also, on its service to the community. It aims to conduct a wide range of research and extension programs to provide quality training and technologies for inclusive growth.

ISPSC Candon Campus offers hospitality programs namely Bachelor of Science in Hospitality Management (BSHM) and Bachelor of Science in Tourism Management (BSTM). There are extension activities conducted by this Campus in which students and faculty of the BSHM department participated. This includes table skirting, table napkin, table set-up, food processing and tour guiding. These extension activities aim to provide rich and meaningful educational experiences and help develop the skills needed by the beneficiaries to find job. One of the extension programs implemented by ISPSC Candon is the skills training on native delicacies utilizing sweet potato in Suyo Ilocos Sur last 2021.

ISPSC's objective is not only for providing extension activities but also conduct evaluation to find out the outcome or effectiveness of the program. Evaluation in extension focuses primarily on judging a program or activity's merit or worth. It helps determine what works well and what could be improved in a program or initiative, and be able to assess the strength, weakness, and value of the extension activity. The conduct of any extension activity is not an end but a means to an end. The most important thing to consider is the outcome of that activity, thus these researchers were compelled and motivated to study on the impact of one of the extension activities of the campus namely the skills training on sweet potato native delicacies.

Several benefits from the results of the study are hereby identified; a) It could serve as a basis to improve succeeding extension activity to be conducted; b) provide valuable insights that can assist both the implementers and the beneficiaries for further improvement of the program; c) pave the way for ISPSC personnel to become more aware of the needed trainings of the beneficiaries and initiate constructive changes, if necessary, with an end goal of achieving better social functioning and role performance satisfaction; d) use as a basis by LGU to select beneficiaries who are willing to adopt the technology to be transferred, and e) documents for Accreditation purposes.

Extension is one of the key thrusts of higher education that complements instruction and research. Higher education institutions' community extension services support people with the material, physical, mental, and

spiritual dimensions of their lives. It is an instrument that shapes cultures and plays an important role in knowledge building. One of the aims of a community extension program is to teach people how to improve their lives, and its effect can be evaluated in terms of behavioral improvements and community development. (Magnaye & Ylagan 2021)

Salazar et al. (2020) studied “An Impact Study of the Community Extension Programs in a State College in the Philippines” evidently shown the CSPC was indeed engaged with the community in which extension officials supervise the implementation of the plans, programs, and activities of the College to their personnel and staff in terms of delivering extension services, who are engaged to achieve the College mission, goals, and objectives. Along the extent of the participation of the development partners of CSPC extension services, the local/barangay officials are greatly involved in the extension services such as skills trainings, advocacy and outreach programs and livelihood programs. Felicen et al. (2024) studied “Impact of Hotel and Restaurant Management Livelihood Program to the Beneficiaries in one of the University Adapted Communities”, found out that joining the program, there's an increase in the income of beneficiaries and all the beneficiaries learned the food processing and preservation, baking and pastry production, retailing, packaging and personal selling. The program has great impact to the beneficiaries in terms of skills, values, financial and economic status therefore makes the livelihood program effective and sustainable.

Fletcher (2023) entitled “What is the Importance of Community Development”, pointed out that positive effect of community development increased social stability, and raised the standard living economically. Both of these initiatives affirm the importance of community development. When community development initiatives are launched in distressed communities, aid workers generally focus efforts on shoring up existing social structures, and encouraging the formation of healthy relationships among residents. Sanidad et al. (2020) entitled “ISPSC Extension Program Evaluation Catalyst for sustainable community development (Phase 1- Narvacan Campus) found out that the training given were very relevant, beneficiaries level of satisfaction on the training provided were excellently satisfied and excellent in terms of knowledge and skills obtained from the technology intervention given, food processing technology adopted by the beneficiaries and the degree in which the technologies use helped increased their income as very much attained. In addition, there is a slightly confident level in relation to climate adoption and mitigation techniques, measures, and practices of the beneficiaries. Beneficiaries experiences claimed to be ready, attentive, and alert in listening to news on radio and television.

The study of Tomas et al. (2021) also conducted a study relative to the evaluation of extension program in ISPSC Candon Campus (Phase 2- Candon Campus) found out that beneficiaries are much satisfied with the different extension activities and these are relevant to their situation. They also pointed out that technologies learned are regularly and fully applied by some; however, some beneficiaries are not yet fully utilizing them for they are still studying, and beneficiaries claimed that they are not empowered and resilient in times of disasters.

Objectives - This research work was intended to assess the impact of the ISPSC Candon Campus extension activity entitled “Skills Training on Sweet Potato Native Delicacies”. Specifically it sought answers to the following: a) determine the profile of the respondents in terms of their age, gender, educational attainment, number of related trainings and membership in organization, b) identify the level of program outputs, c) determine the economic and social impact of the extension activity, d) identify the problems encountered that hinder in adopting the technology, and e) propose recommendation to enhance the delivery of the community extension program of the college.

2. Methodology

This study utilized the descriptive survey method of research. It was used to describe and analyze the existing situation specifically on the effectiveness of the extension activity conducted by the College. A total of 25 respondents was the subject for this study. Total enumeration was used. The respondents are the 24 SK Officials including 1 tourism officer of Suyo Ilocos Sur. The main tool used in gathering data is a questionnaire

in checklist form Part I and Part IV which elicited the profile of the respondents and the problems encountered respectively were constructed by the researchers. Part II and part III were adopted from the study entitled “An impact Study of The Community Extension Programs in State College of the Philippines”. Furthermore, interview was conducted for clarification and validation of some data. The researchers introduced themselves to the beneficiaries and informed them about the research objectives. They assured the beneficiaries that all data that will be collected from them will be kept confidential and will be used solely for this research. After permission was granted, they let the beneficiaries answered the questionnaires given to them.

3. Results and discussion

Table 1 reveals the respondents’ profile which includes age, gender, educational attainment, number of related trainings attended and the total number participated of member in organizations. Most of the respondents belong to age bracket 20-22 years followed by 23-25 and the least is 30 years and above. Results imply that most of them belong to young adult which further means that they love to explore different interest and passion, socialize, make new friends and develop new skills. In terms of gender, female dominated the male respondents. This means that most of the SK officials and members are female in the year 2021. Furthermore, females are more interested in attending trainings related to foods. For the educational attainment, most of the beneficiaries (17 or 68%) are still studying in college. Result show that these beneficiaries want to become professionals someday. On the number of related trainings attended 21 or 84% of the beneficiaries attended 1-3 trainings, 3 or 12% attended more than 7 trainings and 1 or 4% beneficiary attended 4-6 trainings. This means that few trainings related to food are being conducted in their place. Most of the beneficiaries (17 or 68%) are members to 1-2 organizations only. This could mean that they prioritize their academics.

Table 1.

Respondent's profile

Variables	f	%
Age		
17-19	3	12%
20-22	8	32%
23-25	7	28%
26-29	6	24%
30 above	1	4%
Total	25	100
Gender		
Male	5	20%
Female	20	80%
Total	25	100
Educational attainment		
High school level	0	0%
High school graduate	1	4%
College level	17	68%
College graduate	7	28%
Total	25	100
No. of related trainings attended		
1-3	21	84%
4-6	1	4%
7 above	3	12%
Total	25	100

Members of organization		
1-2	17	68%
3-4	7	28%
5 above	1	4%
Total	25	100%

Table 2 shows the perception of the respondents along the level of program outputs of the training on native delicacies. Items 3, 4 and 6 garnered a mean of 3.80, 3.76, and 3.72 interpreted as “Agree”. It means that they totally agree that the skills they acquired in the training help them improved their self-esteem. This confirms to the study of Salazar et al. (2020) that the gained knowledge from the trainings attended were considered relevant and applied such knowledge in their own families and shared it to other people. While for items 1, 2, and 5 have mean ratings of 3.28, 3.04, 2.72 interpreted as Neutral. This agrees with the findings of Olavides et al. (2019) when they revealed that beneficiaries were undetermined whether or not the extension activities had helped them increase their income, optimize their livelihood or helped improve their economic status. Item 7 “I started my own business after the training” has a mean of 2.16, which means “Disagree”. These beneficiaries are still studying in college so they cannot put up yet their own business.

Table 2
Level of program outputs

Indicators	X	DR	
1. The skills learned are effective in my present profession.		3.28	N
2. The skills taught helped me increased my income.		3.04	N
3. The skills I learned improved my self-esteem.		3.80	A
4. The skills acquired are disseminated to other people.		3.76	A
5. Became gainfully employed after the training.		2.72	N
6. Adopted the technology learned.		3.72	A
7. Started own business after the training.		2.16	D
	Overall Mean	3.21	N

Legend:

<i>Range</i>	<i>Descriptive Rating</i>
4.21-5.00	<i>Strongly Agree (SA)</i>
3.41-4.20	<i>Agree (A)</i>
2.61-3.40	<i>Neutral (N)</i>
1.81-2.60	<i>Disagree (D)</i>
1.00-1.80	<i>Strongly Disagree (SD)</i>

Table 3 present the economic and social impact of the training extension conducted. On economic impact, all the indicators are described as “Fair” but with different weighted mean rate, However Item 6 indicator “Improved my economic status has the highest numerical mean of 2.60 and item 5 indicator “Made me gain properties with a numerical mean of 2.16. The result shows that the extension training affect them economically and fair. This contradicts the findings of Felicen et al. (2024) when they found out that extension program has a great impact in the economic status of its beneficiaries. Beneficiaries are able to apply into practice what they have learned and produce products for sale to earn additional income.

On social Impact, all the indicators garnered a descriptive mean rating of “High” but with different numerical mean ratings. It indicates that there is a positive social impact brought by the training on native delicacies which helped them increase their confidence, self-esteem and effective in interacting with other people. This agrees to the findings of Felicen et al. (2014) when they said that livelihood activities have also created some benefits other than income related because they have acquired self-esteem improvement since they developed new skills to prepare them for the improvement of their business ensuring success in the future. Same with the findings of Salazar et al., (2020) when they found out that extension activities develop them into more self-reliant and decisive residents of their respective communities with the objective of honing them to become socially responsive. It also agrees to the findings of Fletcher (2023) that extension activity provides a foundation to improve the lives of people. It creates diverse communities and attract social stability which enables people in the communities to have more productive lives.

Table 3*Levels of Impact*

Indicators	X	DR
Economic Impact		
1 Enabled me to find a job and become employed	2.44	F
2. Helped me augment my income.	2.32	F
3. Facilitated me to improved my house as a result of the income generated	2.36	F
4. Helped me buy appliances, gadgets, and other tangible assets	2.52	F
5. Made me gain properties.	2.16	F
6. Improved my economic status.	2.60	F
Overall Mean	2.40	F
Social impact		
1. Helped me to become productive and make the right decisions	3.52	H
2. Awakened the spirit of volunteerism in me and shared the skills I learned	3.64	H
3. Helped me boost my self-esteem and confidence	3.80	H
4. Helped me to mingle with other people	3.80	H
5. Helped me to improve my health and nutrition	3.76	H
6. Established camaraderie along with other beneficiaries	3.60	H
Overall Mean	3.68	H

Legend:

Range	Descriptive Rating
4.21-5.00	Very High (VH)
3.41-4.20	High (H)
2.61-3.40	Average (A)
1.81-2.60	Fair (F)
1.00-1.80	Poor (P)

Table 4 presents the problems encountered by the beneficiaries. It indicates that 14 or 56% answered “financial problem” and “lack of raw materials” followed by lack of time with the percentage of 52% or 13, and the least is the location with the percentage of 4%. This confirms the study of Rubio et al., (2016) when they stated that students who participated in an extension activity are more likely to encounter financial problem, material shortage and limited time where students are exposed to different circumstances. In addition, location is the least problem that will affect the operations and performance of the students to participate in extension programs.

Table 4*Problems encountered*

Variables	f	%
1. Financial problem	14	56%
2. Lack of time	13	52%
3. Lack of raw materials	14	56%
4. Location	1	4%

4. Conclusions and recommendations

Based on the results presented, the following conclusions are derived: Most of the respondents belong to age bracket 20-22, female, college level, attended 1-3 trainings and members of 1-2 organizations; The level of program outputs of the respondents is Neutral; The level of economic impact is Fair while the social impact is High; The main problems encountered by the beneficiaries are financial problem and lack of raw materials. Based on the findings and conclusions, the following recommendations are hereby presented by the researchers: Local Government Unit may screen participants who are qualified to access extension activities that will be conducted. The College and the Local Government Unit may establish more linkages that can provide financial and raw materials. Regular evaluation of extension program conducted may be done by the college to determine its effectiveness.

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