

Evaluation of the Cebu Technological University – Moalboal Campus’ Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration Extension Project

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Abstract: Evaluating the Cebu of Technological University – Moalboal Campus’ Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration Extension Project is essential in determining its impact on the community. This extension project encapsulates the different components such as the Financial Literacy (Savings), HIV/AIDS Awareness, Spiritual Nurture and Value Formation, and lastly, the Child Rights, Protection and Well-Being. There were 229 respondents who were randomly chosen to participate in the study. In the utilization of the university assessment questionnaire and validated evaluation instrument with a good Cronbach’s Alpha per component, the researchers elicited data for analysis to deduce significant insights in understanding the effect of the extension project. Triangulation Design Mixed Method was employed in this study with Descriptive Analysis in treating the data (numbers) and Basic Qualitative Analysis in interpreting the data(words). Results revealed that the extension project (3.64) with the components: Financial Literacy (3.62), HIV/AIDS Awareness (3.59), Spiritual Nurture and Value Formation (3.63), and the Child Rights, Protection and Well-Being (3.70) exemplified a very positive response among the respondents. The overall comments concluded 3 themes such as (1) meaningful learning experiences, (2) engaging activities, and (3) grateful hearts for the experiences. It is recommended that this extension project may be sustained, have wider participation, and invite more stakeholders for its greater impact on the community.

Keywords: child rights, evaluation, extension project, financial literacy, HIV/AIDS awareness, spiritual nurture

Introduction

Community extension in Higher Education Institutions (HEIs) is a social responsibility being practiced involving the participation of the faculty members, students, and stakeholders. It is a potent act in making a difference in this world. It is one of the three-fold functions of a university wherein it should be linked to research and instruction because if the instruction is to teach, research is to generate and accumulate new ideas and knowledge, then, extension is to apply the fruits of knowledge, intellect, and resources that a university has in order to provide a better society (Ammakiw, 2013). The impact of an extension project is not just how a university conducted it but to look for ways on how to make it better and the gravity of its impact/effect on its beneficiaries (Ontoy & Paspasan, 2016; Laguador & Chavez, 2013, Daquiz

et al., 2016). Thus, assessing an extension project is essential in knowing how to improve it and how it is marked significantly to the community.

Daquiz et al. (2016) stipulated that evaluating the study, it generated pertinent recommendations in making the extension an interesting one. Capsulated in their conclusion and recommendation is to make the community extension service be conducted in varied activities and health teachings to make the project sustainable. In the study conducted by Borbon et al. (2011), the extension made a significant impact in terms of acceptability of the project implementation. However, in the evaluation of the extension project, it was found out that the level of implementation was not sustained by the extensionists. It was recommended that this can be reinforced because there is a level of acceptance among the members of the community and there was a significant relationship between the impact of the extension to the programs in literacy, health, and peace. Further, other colleges in Lyceum of the Philippines University (LPU) – Batangas should help one another to make a follow-up study. Another study that would highlight the importance of evaluating an extension project is the one conducted by Laguador & Camello, (2013) wherein they discovered that the project was well implemented and thus, this project can be sustained in order to make the community attain a high level of cleanliness and orderliness. Literature speaks that evaluating an extension project can provide recommendations on whether the project may be adjusted, proposed for a better activity, or can be sustained for a greater impact in the community.

Higher Education Institutions (HEIs) are mandated to render extension projects and programs in recognition of their vital role in nation-building. Cebu Technological University System is committed to undertaking extension not just being mandated by the Commission on Higher Education (CHED) but truly understanding the value of being a catalytic role in developing communities. The Cebu Technological University Moalboal Campus – College of Education, in support of the university's quest of realizing its vision through the attainment of its strategic goals and its resolution to fulfill its mandated task of performing community service, anchored its extension agenda on the university's Extension Development Agenda and the campus' extension agenda, both of which are aligned to the thrusts and priorities of the national government as expressed in the Philippine Development Plan (PDP), the Sustainable Development Goal, and the agenda of other government agencies.

The Cebu Technological University- Moalboal Campus is a public institution of higher learning performing its major functions of instruction, research, and extension. The University has long been known for its commitment to quality education and its production of quality teachers in the elementary and secondary levels. The College of Education recognizes these important roles of the university, especially in the development of students and communities that are depressed and underprivileged. Upon the demand in conducting extension of the college, the core faculty spearheaded by the CoEd Department program director, together with the campus extension coordinator, planned a way to fulfill the college's mandate of extending its services to the community; hence, a Needs Analysis was conducted by the extension unit to identify the priority needs of the prospect clientele and the schema of "Proyekto sa Pagpalambo" was then conceived.

A community extension project created under Proyekto sa Pagpalambo titled “Pagpalambo sa Kabatan-onan: World Vision Birthday Bounce Back Celebration” catered 33 Barangays of the three towns, namely Ronda, Alcantara and Moalboal, Cebu, Philippines. The community linkages of the College of Education focus on the exposure of the students for both Elementary and Secondary levels to engulf on community involvement activities which gives them the other function of being a public servant. It exemplifies meaningful learning experiences to the students in contemplating their essence of being not just as a teacher but a person with a purpose. Attaining this experience was made possible because of the collaboration of a stakeholder, a foundation called World Vision Development.

World Vision Development Foundation is a Christian, child-focused, humanitarian and non-profit organization. The organization designs and implements technical programs in the covered areas ensuring the well-being of children and families in the communities. World Vision focuses its resources on initiatives and appropriate projects where the community needs it most. Giving generous donations enables them to respond quickly in fulfilling the necessities. The following areas are identified as the top priorities and focus of the World Vision: child-friendly spaces, clean water, sanitation, healthcare, agriculture, and education. The partnership of CTU-Moalboal Campus and World Vision Incorporated for a couple of years gives the university the avenue to extend community extensions and linkages. Together, the two organizations with the other partner stakeholders implemented projects and activities to support the development of the children. The university would conduct, extend, provide orientation and career guidance for World Vision registered Children and Families. Also, extend technical support for the relevant skills training according to World Vision beneficiaries.

In the extension project “Pagpalambo sa Kabatan-onan: World Vision Birthday Bounce Back Celebration”, there are many activities that were successfully accomplished however, this study will focus only on the four (4) activities, such as the (1) Financial Literacy (Savings), (2) HIV/AIDS Awareness, (3) Spiritual Nurture and Value Formation, and the (4) Child Rights, Protection and Well-being for the reason that these four have the largest audience/beneficiaries, it has a domino effect as the teachers were trained, they will also cascade it to the community, and lastly, these four reflected most to the university and the World Vision Development Foundation’ mission. To this end, this extension project is just a start of a collaborative effort of the university to the different stakeholders who have the heart to make a difference in this world.

Objectives of the Study

Generally, the main purpose of this study was to determine the impact of the Cebu of Technological University – Moalboal Campus’ Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration Extension Project. Specifically, this study assessed the effect and impact of the different activities such as the (1) Financial Literacy (Savings), (2) HIV/AIDS Awareness, (3) Spiritual Nurture and Value Formation, and the (4) Child Rights, Protection and Well-being to the community.

Review of Related Literature

Community Extension is one of the functions of a university to establish a connection to society. It is indeed a way of sharing the fruits of its expertise and resources to the identified beneficiaries. An extension can be best implemented when the internal and external stakeholders are involved. Cebu Technological University – Moalboal Campus is dedicated and committed to continue what was started in their extension. One of the remarkable extension projects was the “Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration” in partnership with the World Vision Foundation. Evaluating this extension project can provide essential recommendations in line with the different recommendations of the studies published enlisted herein. This literature review encapsulated the different studies that corroborated with the intent and results of the current research inquiry.

Ontoy & Paspasan (2016) stipulated that a paradigm can influence the performance of the conduct of the extension projects. The study developed primary and secondary parameters that assessed the livelihood and environment project of Cebu Normal University (CNU) implemented in Medillin, Cebu, Philippines. The study concluded that the project falls between demonstration and community organizing. Further, it was elaborated in the study that there is still a need to be reinforced the goal of the project. It was also highlighted that the two secondary parameters were more robust indicators in evaluating the outcomes of the full implementation of the extension project for a better and empowered community.

The study conducted by Laguador & Chavez (2013), elicited that there was a high level of involvement among the engineering students of Lyceum of the Philippine University (LPU) in the construction of houses in one of the adopted communities of the university. Further, the engineering students acquired the value of leadership, Creator-centeredness, Integrity, and Nationalism. These values were elicited in joining the community extension. Aside from these values, they also improve their attitude towards the community, the spirit of volunteerism, and lastly, their personal values. They also develop humility, religiosity, and perseverance after the commencement of the extension project. These were all uncovered because of the evaluation of the impact of the extension project.

Montalbo (2016), similar to this study, utilized quantitative and qualitative research design in order to assess the impact of the AB Mass Communication and Paralegal Studies (ABMC/PL)’s extension project. The program would like to evaluate the Food Production, Leadership Seminar, and Child Development Integration Program on community development. The study deduced pertinent information such as that food production program implementation contributed to food and nutrition security, environmental transformation, and additional income among families. The leadership seminars build the potential, knowledge, and self-confidence among the beneficiaries. Lastly, the child development integration program improved the holistic aspect of the child making a timelier enrollment. With the evaluation of the extension program, it is recommended that these may continue as it has a great impact on all families in the community.

Chua et al. (2014) assessed the level of implementation among the different extension programs and projects that the Lyceum International Maritime Academy (LIMA) is spearheading. The results of the study revealed that 17 programs in their extension projects were all well-implemented. As these programs were ranked according to how the level of awareness the community exemplified, the environmental clean-up ranked first. With this, it is the recommendation of the researchers to continue the said program while the rest should be given attention on how it will be conducted or implemented in a wider audience of beneficiaries.

In the study of Sibal & Elizaga (2019), the program they evaluated was the Barangay-Based Integrated Capability Program (BICP) which this program intends to provide technical assistance and empowerment among local issues on laws and governance through seminars and workshops. This program has been implemented for five years already. The results of the study identified that more of the respondents-participants were dominated by males. The study also deduced that the program was very beneficial among all barangay officials in sustaining peace and order in the barangay. Further, it is also attributed to upholding good values and attitudes among beneficiaries in working and serving with their barangay. Because of this program, the barangay which is the beneficiary was awarded as a model barangay. To this end, the program was indeed a successful one in providing technical assistance to these beneficiaries.

Diego et al. (2019) evaluated the Nueva Ecija University of Science and Technology (NEUST) extension program pertaining to the impact of Mushroom Growers of Tanawan in barangay Tanawan, Dingalan, Aurora. The production of mushroom growers is suitable to the place wherein the community rely to its economic source. The students from the university provided seeds of the mushroom to the community for flourishing their business. The results of this study revealed that there may be a strong partnership between the Local Government Unit (LGU) to the Department of Trade and Industry (DTI) in supporting this program. Training and seminars may be conducted in providing ways how to further improve the ways in planting the mushrooms which is the source of livelihood among the people in Tanawan. With this evaluation, the government can make management plans in order to better the lives of many.

All literature and studies indicated herein are all local studies. This implied that just in the Philippines, there are various universities that embody the fulfillment of the three-fold function mandated by the Commission on Education (CHED). All the studies exemplified in this literature review were carefully screened and evaluated based on their relevance to the current study. The researchers established a good ground of understanding that with this literature that evaluating an extension project is not new to all, however, there are different projects with different beneficiaries, different levels of implementation, and different levels of acceptability from the community. This is the main reason why the researchers would like to determine the impact of the Cebu Technological University – Moalboal Campus' Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration Extension Project.

Methodology

This study utilized the Triangulation Design Mixed Method. The triangular design, makes use of both quantitative and qualitative approaches to analyze the same event in order to verify whether the two data have a single congregate analysis of the research question being studied. Both designs were provided the same priority, and the data were concurrently gathered.

Sampling Design

The undergraduate students of the College of Education in Cebu Technological Campus – Moalboal Campus who joined the extension projects were the population of the study. This extension project catered to all the students from the 33 Barangays of the three towns, namely Ronda, Alcantara, and Moalboal, Cebu, the Philippines which is 229. The total number of population in the education courses who are enrolled is 565. Utilizing the Raosoft sample size calculator, the recommended sample size was generated with a 5% margin of error.

In gathering the data, the researchers asked the respondents to answer the university program evaluation sheet and the researcher-made instrument. The researcher-made instrument was designed and validated using the processes indicated in Colton & Covert (2007). The instruments in determining the impact of the activities garnered good Cronbach's Alpha with 0.82 for Financial Literacy (Savings), 0.86 for HIV/AIDS Awareness, 0.84 for Spiritual Nurture and Value Formation, and 0.80 for the Child Rights, Protection and Well-being. The university program evaluation is composed of 5 questions in vernacular and 1 question for the overall comments with a 5-point Likert scale from strongly agree, agree, neutral, disagree, and strongly disagree while the researcher-made questionnaire has two parts – demographic profile and the survey form is composed of 25 questions each activity.

Data Analysis

This study utilized a descriptive analysis and basic qualitative analysis in analyzing the data collected. Non-parametric tools such as frequency, percentage, and weighted mean were used in treating the quantitative data while making codes and themes will be used in treating the qualitative data.

Ethical Consideration

This study utilized the Bryman & Bell (2007) Ten Principles on Ethical Considerations. The following were the important ethical steps observed when conducting the study: (1) it was evident that the research respondents in any ways were not compromised and harmed; (2) the priority of making the respondents' respect for the dignity was exemplified; (3) permission from the respondents was obtained with no force and intimidation; (4) there was no encroachment of privacy among the respondents; (5) the information elicited from the respondents were treated and valued with the highest degree of confidentiality; (6) anonymity among the research respondents and organizations involved in the research study was observed;

(7) it was evident that there was no deception or any form exaggeration in fulfilling the aims and objectives of the current inquiry; (8) the declaration of any partisan from different funding and monetary involvement was boldly stipulated in this manuscript, if applicable; (9) honesty, integrity, and transparency were values used in this research endeavor in communicating, connecting and reaching out the respondents in obtaining pertinent data lastly, (10) there was no bias or impartiality in presenting the primary data findings of the study.

Results and Discussion

This section displays pertinent information and analysis about the data elicited from the respondents regarding effect and impact of the Cebu of Technological University – Moalboal Campus’ Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration Extension Project.

Table 1. Respondents’ Profile

| Respondents’ Profile | f | Percentage |
|-----------------------------|------------|-------------------|
| Year Level | | |
| First Year | 0 | 0 |
| Second Year | 3 | 1.31 |
| Third Year | 62 | 27.07 |
| Fourth Year | 164 | 71.62 |
| Age | | |
| 18 - 25 | 193 | 84.28 |
| 26 - 32 | 31 | 13.54 |
| 33 - 40 | 4 | 1.75 |
| 40 and above | 1 | 0.43 |
| Gender | | |
| Male | 32 | 13.97 |
| Female | 197 | 86.03 |
| Marital Status | | |
| Single | 184 | 80.35 |
| Married | 45 | 19.65 |
| Total | 229 | 100 |

Table 1 shows the respondents’ profile of the Cebu of Technological University – Moalboal Campus’ Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration Extension Project. From a total number of 229 respondents, 164 or 71.62% are coming from the fourth-year level while no one (0%) came from the first-year level. This implied that most of the respondents are understand the nature and application of the extension project as they stay for the last year of their academic endeavor. According to Laguador & Camello (2013), graduating students are very active in terms of participating different activities in school as they understand the sense of volunteerism in building a strong nation. However, not all graduating students can join activities like this, some of them are already committed with some

activities and others are saving considerable personal cost (Snyder, 2001). Thus, the extension projects are not totally occupied by the fourth-year students.

With regard to the age of the respondents, most of them are within the age bracket of 18 – 25 (193) with the percentage of 84.28% while there's only one respondent from the age bracket of 40 and above. This implied that the majority of the respondents are young and vibrant. They are very active in joining extension projects. This is true in the study of Olujide (2008), most of the respondents are within the range of the youth age which is from 18-25. Further, in the study of Siliman et al. (2020), the age bracket where respondents are dominating corroborates the result of this study that kinds of extension projects are found to be enjoyable and useful among the youth. In terms of gender, most of the respondents are female (197) with a percentage of 86.03. Mostly in the population of the university specifically in the College of Education, it is really dominated by female students. According to Lahay et al. (2007), female respondents are very enthusiastic in terms of extension. It was elaborated in this study that females had a high relative level of awareness and participation in these kinds of projects. Therefore, men may be encouraged more to join and participate in different extension programs.

Respondents who are single (184) with a percentage of 80.35 dominated the number of beneficiaries. In the population, most of the respondents are still schooling, although, there are some who are already married. With the number at hand, it implies that respondents are able to attend and participate in extension projects when they are single. They don't have a lot of commitments compared to married individuals. In the study of Ezeh (2013), the majority of the respondents were married. This paves the way to know the nature of the extension project. In the current study, where the respondents are from the academe, married individuals would be limited. With this, it is imperative to note that in understanding the data, it should be based on the kind of extension project.

Table 2. Impact of the Extension Projects

| Extension Projects | Mean | Remarks |
|--|-------------|-------------------------------|
| Financial Literacy (Savings) | 3.62 | Very positive response |
| HIV/AIDS Awareness | 3.59 | Very positive response |
| Spiritual Nurture and Value Formation | 3.63 | Very positive response |
| Child Rights, Protection and Well-being to the Community | 3.70 | Very positive response |
| Overall | 3.64 | Very positive response |

Legend:

| | |
|------------------------|-------------|
| Very Positive Response | 3.26 – 4.00 |
| Positive Response | 2.51 – 3.25 |
| Negative Response | 1.76 - 2.50 |
| Very Negative Response | 1.00 - 1.75 |

The table shows the results of the extension projects' impact on the respondents. It has an overall score of 3.64 which is interpreted as a very positive response. Most of the respondents indicated good feedback in the Child Rights Protection and Well-Being to the

Community (3.70). Although HIV/AIDS Awareness (3.59) is marked as the lowest among the four, it is still within the bracket (3.26 – 4.00) of a Very Positive Response. This implied that the extension projects are laudable and their impact was really felt and appreciated by the beneficiaries. With this, is it expedient to sustain these projects with a greater scope of attendance.

According to Chua et al. (2013), evaluating the impact of an extension program is necessary in order to be aware of how can a project be sustained. Laguador & Camello (2013) reiterated that the main purpose of extension projects is to uplift lives and elevate the status of the adopted community. Assessing the effect of the extension will uproot underlying issues on its implementation and be able to appreciate the contribution of everyone in providing essential remedies to the most pressing issues (Laguador, 2013). Indeed, extension is a social responsibility (Laguador et al., 2013)

In the evaluation of Cebu of Technological University – Moalboal Campus' Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration Extension Project, it was not only through numbers that were the source of knowledge regarding the impact of the extension project. The researchers also analyzed the different comments of the participants. Table 3 shows the three emerging themes generated out from their overall comment.

Table 3. Generation of Themes

| Statements | Codes | Themes |
|---|-------------|--|
| *Makacconnect mi sa mga discussion nga makatabang sa pagready namo nga mahimog nindot nga maestra ugma damlag I can connect to the different discussions which I know can help us in becoming a good teacher | Connection | meaningful learning experiences |
| *Maapply jud namo sa among profession ang content sa discussion We can really apply the content of the discussion to our profession | Application | |
| *Gamit kau ang mga topics sa unsaon pag amping ug sa pagsabot sa mga bata The topics are very useful in providing care and understanding to the children | Usefulness | |

| | | |
|---|--|---|
| <p>*Nindot kayo ang program kay maapil mi sa mga activities</p> <p>The program was really nice because we are part of the various activities</p> <p>*Dili boring ang mga discussions sa speakers, makasabot jud ug ganahan ko maminaw</p> <p>The discussion of the speakers were not boring, I can truly understand and I like listening to it</p> <p>*Makalingaw sya nga program kanang wala dull moments</p> <p>The program is full of fun without dull moments</p> | <p>Involvement</p> <p>Interesting</p> <p>Fun</p> | <p>engaging activities</p> |
| <p>*Mapasalamaton kayao mi nga apil mi ani kay dili tanan maka apil ani nga libre</p> <p>We are very grateful that we are part of this activity for free of charge</p> <p>*Tungod ani nga proyekto, daghan makasabot unsaon pagsabot sa usa ka tao nga nay HIV ug tungod ani kay mahatagan ug sakto nga impormasyon kung unsaon paglikay sa sakit na HIV</p> <p>I am very happy because of this project, people will understand what the person with HIV is going through and because of this, the right information will be given on how to prevent in acquiring HIV</p> <p>*Daghang salamat sa pagpahigayon ani nga proyekto kay mas nakita nako ang akong connection diha sa Ginoo</p> | <p>Thankful</p> <p>Happiness</p> <p>Grateful</p> | <p>grateful heart for the experience</p> |

| | | |
|--|--|--|
| Thank you very much for initiating this project because I am more connected to God | | |
|--|--|--|

Theme I. Meaningful Learning Experiences

In the overall comments of the extension project, most of the participants are very expressive in terms of how they participate in the activity. They find the activities overwhelming. They see these extension projects as a meaningful endeavor. It gave them meaningful learning experiences. In an extension program, learning is indeed inevitable and should be cascaded to all intended individuals (Ragasa & Mazunda, 2018). Thus, beneficiaries should be aware of the different extension projects that will be initiated by the sponsoring university (Chua et al., 2014).

One of the participants said that:

“Makacconnect mi sa mga discussion nga makatabang sa pagready namo nga mahimog nindot nga maestra ugma damlag (P33),” translated as, “I can connect to the different discussions which I know can help us in becoming a good teacher”, this statement reflects how the extension projects aid the respondents in their calling of being a teacher. The four components provided them how to live a life having a financial freedom status. Being a teacher is sometimes criticized as someone who always have bank loans. The financial awareness seminar helped the respondents (who are future teachers) to have personal financial management practices (Acedillo, 2018).

Another participant mentioned that:

“Maapply jud namo sa among profession ang content sa discussion (P74)”, translated as, “We can really apply the content of the discussion to our profession”. The participants appreciated how the content were chosen for them to have its application parallel to their profession. In every extension project, a topic should be carefully chosen by the university in augmenting the need of the beneficiaries. The four extension projects are essential in pursuing for a continual development of the participants.

Another participant was very specific in expressing what she thinks about the extension project and said that:

“Gamit kau ang mga topics sa unsaon pag amping ug sa pagsabot sa mga bata (P103)”, translated as, “The topics are very useful in providing care and understanding to the children”. This statement reminded the university to continue looking for topics that are essential in training their education students about the different ways of understanding a child. Knowing how to understand the learners is one of the tenets of building an environment conducive to learning. This is also how the teachers are able to construe effective strategies in providing meaningful learning experiences to their future students.

The four components in this extension project provided an avenue for education students to be reminded that savings should be practiced even if they are not yet earning. Understanding the

effect of acquiring HIV/AIDS is devastating and, so, it should be prevented. Establishing a strong connection to our Maker provided a sound attitude and strong character to dwell with different challenges and adversities in life. And lastly, knowing the rights, protection, and well-being of the children admonished the education student to know their limitation in imposing discipline and to be consistent in sustaining preventive discipline. These learnings are pertinent in preparing the education students to draw a line and to be a catalyst for change. Thus, these extension projects are worth remembering as they bring forth **meaningful learning experiences**.

Theme II. Engaging Activities

The nature of the four components in the Cebu of Technological University – Moalboal Campus' Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration Extension Project is participative. The speakers were asked to involve the participants in the different activities. The activities do not necessarily interject fun but it was all bolstered with substance and parallel application. In Llenares & Deocarís (2018) article, the extension project is designed to tap experts in their field of specialization to share relevant information through engaging activities. Further, Laguador & Chavez (2013) reiterated the fact that in doing an extension which assistance is extended to the community, the various tasks and activities should entice the participants to really be part of it. With this, it will not be easy for them to depart from it. These activities were deeply appreciated by the participants.

One of the participants said that:

“Nindot kayo ang program kay maapil mi sa mga activities (P4)”, translated as “The program was really nice because we are part of the various activities.” This statement connotes an important message that participants, when involved, can sustain their attention and interest in the discussion. It is common knowledge that when someone is part of the activity, it means that the participant is counted and valued. With this, it builds one’s confidence and self-esteem. If the participants are active and participative, the discussion would be a very productive one. The discussion is not monopolized by just one source - the speaker, however, it’s a collaborative sharing of knowledge.

Another participants said that:

“Dili boring ang mga discussions sa speakers, makasabot jud ug ganahan ko maminaw (P51)”, translated as, “The discussion of the speakers were not boring, I can truly understand and I like listening to it”. This statement is usually construed by millennials. Nowadays, the young generation is after a discussion wherein it can hook their attention and let them stay in that state. If the topic and the speaker are making the atmosphere low, the participants will not pay attention. Clearly, in the sample size, the majority are young listeners with the age bracket of 18-25. These participants are in this generation wherein it needs to have a topic that can arouse their interest.

Another participant mentioned that:

“Makalingaw sya nga program kanang walay dull moments (P84)”, translated as “The program is full of fun without dull moments”. This statement exemplifies that the activities are not just delivering what the content is supposed to be forwarded but it added some spice of fun which made it very interesting. The participant mentioned that it does not have dull moments, this means that this participant really paid attention all throughout the discussion. The topics were very appropriate because the participant can connect to them. Having fun in everything that we do can make things lighter, easier and faster.

In this context wherein the activities were construed in a way that it has an added feature which is fun, participants would really want to be involved in performing that tasks and will be very interested in knowing how this pool of knowledge be of great use in their field. The four components of the extension program anchor on activities that will entice the participants’ stimulus to be hooked and stay attentive because the nature of the activity is not boring. Discussing the content without humor and interesting activities will lead to dull moments or boredom. The effect of the different components on the participants is very personal. It is personal in a way that they are involved, they are interested to learn more, and lastly, they had fun. Thus, the four components of the extension project had **engaging activities**.

Theme III. Grateful Heart for the Experience

At the end of every activity, a participant can check whether learning was absorbed; learning was appreciated; and if learning can be applied (Fagerstam, 2014). This extension project has touched the lives of many individuals. Among all the comments and statements stipulated in the evaluation instrument, it is the expression of how grateful they are marked at the top. Seeing the overall comments of the participants made the university think of different ways to have more extension projects. The fuel of looking for means to sustain extension projects is the word of appreciation coming from the beneficiaries. Montalbo (2016) verified that extension is not just an obligation of a university to reach out but it is a core function of sharing what the university can offer to the community in order to transform lives and inspire on how to live life to the fullest. With the expression of gratitude, participants’ comments were checked for duplicated meanings.

One of the participants said that:

“Mapasalamaton kayo mi nga apil mi ani kay dili tanan maka apil ani nga libre (P16)”, translated as “We are very grateful that we are part of this activity for free of charge”. This statement is stipulated in full honesty and practicability. This participant is joining different activities with registration fees. Being thankful is right and proper when we know the value and quality of a particular activity and it is just given for free of charge. It cannot be denied that most of the activities especially the ones with quality come with a price. This extension project opens new opportunities among all the education students to learn more of their calling without spending any amount.

Another participant said that:

“Malipayon kayo ko kay tungod ani nga proyekto, daghan makasabot unsaon pagsabot sa usa ka tao nga nay HIV ug tungod ani kay mahatagan ug saktong impormasyon kung unsaon paglikay sa sakit na HIV (P79)”, translated as, “I am very happy because of this project, people will understand what the person with HIV is going through and because of this, the right information will be given on how to prevent in acquiring HIV”. Since, the university is geographically located where tourism is marked as its brand, many of the local and international tourists are visiting, exploring, and even staying for good. It was alarming when Moalboal was one of the municipalities having a high rate of HIV cases. With this, the university took the action of having an HIV/AIDS awareness. This extension project helped a lot of people in understanding those who became victims of HIV to be accepted in society. Avoiding the acquisition of HIV/AIDS was also discussed in order to answer the most pressing issue in the community.

One of the participants mentioned that:

“Daghang salamat sa pagpahigayon ani nga proyekto kay mas nakita nako ang akong connection diha sa Ginoo (210)”, translated as, “Thank you very much for initiating this project because I am more connected to God”. This statement reminded everyone that in this calling of being a teacher, constant communication to God is *vita*. God is the greatest teacher of all and with that statement, teachers model themselves to God’s attributes. This participant realized the importance of linking again the connection to the Maker. This project was purposely created not just to provide essential information about how to save money, be aware of HIV, understand the well-being of children but above all, to recognize the Author of everything – the Maker. It is expedient that the connection should neither be broken nor cut off. The source of inspiration for being a teacher is coming from God.

The very essence of initiating extensions is to help, reach out, and transform the lives of many people from good to better until it reaches to best. This extension project changed a lot of lives and people’s perspectives. The common notion of teachers as very close to bank loans can be avoided as this extension project explained the importance of savings. The activity made a future teacher resilient. It did not only discuss the importance of financial literacy, this activity raised awareness among all individuals to be cautious in taking good care of their personal activity such as having close relationships with tourists. This activity also explained the potent understanding of how to hone the young minds and hearts of this generation. This generation entails crucial scaffolding of a child’s learning development. Lastly, this activity made a lot of participants contemplate and reflect on how they remember their Creator – the one who inspires them and the one whom everyone considered as their first love. This realization made them have a **grateful heart for the experience**.

Conclusion and Recommendation

The four components of the Cebu Technological University – Moalboal Campus’ Paglambo Sa Kabatan-onan: World Vision Birthday Bounce Back Celebration Extension Project such as the (1) Financial Literacy (Savings), (2) HIV/AIDS Awareness, (3) Spiritual

Nurture and Value Formation, and the (4) Child Rights, Protection and Well-being to the community marked a **significant impact** to the lives of the beneficiaries.

With the very high positive response of the respondents, it is recommended that the components of the extension project may have a greater scope of audience. This can also be continued in the next batch of education students. Aside from the four components, other extension projects or activities may be proposed and initiated in order to answer some of the pressing issues in the community especially in this time of the pandemic. This can be made possible with the incessant support of the internal and external stakeholders. This laudable project can serve as a benchmark for other colleges in the university.

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