

## Best Practices of PSU Bayambang Campus: Adopt A Community Program

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### Abstract

*The Philippine Higher Education Institutions are mandated to respond to the needs of humans and to the call of transforming the community by serving the deprived, depressed, and underprivileged. Pangasinan State University is one of the HEIs committed to human development through its extension service, one of the fourfold functions along with instruction, research, and production. PSU Extension Programs adopt both campus and community-based strategies. The “Adopt a Community Program” is a community-based extension that conducted rural assessment, community development, and assisted in rural building through technical training, health assistance, and economic alleviation. The Livelihood program introduced technology innovations of perfume, and liquid dishwashing making to women in Barangay Tanolong. This augmented the income of the family, thus improving the economic status of the community. The Health program conducted information dissemination on health issues and building herbal gardens. This program helped improved the health status of the community and people became aware of the prevalent diseases. The Knowledge program improved the academic performance of TNHS students, along with the skills and attitudes of teachers in teaching; it also decreased the number of nonreaders and slow readers in English. A remarkable improvement in students’ skills in folk dancing and sports was observed. Likewise, the teachers learned innovative strategies in creating effective instructional materials and in integrating technology in their lessons. The adopted community gained a remarkable improvement in their health and in their socio-cultural skills. It is imperative that community extension be perpetuated to serve the community and to enable the institution to use their expertise and facilities in touching the lives, changing the community and transforming the future of the people.*

**Keywords:** services, transforming, extension, strategies, technology

### Introduction

The Pangasinan State University Bayambang Campus is one of the HEIs committed to total human development. Its focus is integrated, comprehensive, and sustainable through participatory and cost sharing approach (Extension Manual, 2017). The research and extension services, two of the quadric functions of the university, are mutually in consonance with other functions like instruction and production. The theories learned in the classroom are put to actual practice. Thus, extension activities are geared toward improvement of human needs, through acquisition of good health, enriched knowledge/skills, and sustainable socio-economic status of the people in the barangays (Pambid, et al. 2010).

In order to improve human needs, there are two major strategies in community extension that PSU Bayambang adopts, the campus-based (camp-based or course-related extension work as part of the students’ course requirement) and the community based (com-based or outreach extension work under

a coordinating office with established track record in the community) strategies. The com-based extension concept has faculty experts, students and client partner sector in collaborative partnership (Dulos, 2007).

The three institutes namely, College of Teacher Education, Institute of Nursing and Institute of Arts, Science and Technology align their extension services in any of the extension thrust and services. One of the several programs of the extension unit is “**Adopt a Barangay**”. It is an Integrated Research and Extension Program under the com-based category.

The Adopt Barangay Program is in close coordination with the LGU unit of Bayambang. The Municipal Anti-Poverty Action Team as well as the Municipal Social Welfare and Development identifies the barangays that need interventions while the PSU Bayambang Campus Research Development and Extension Unit provide the services that they need.

The identified program of PSU Bayambang aimed to improve Barangay Tanolong an Adopted Barangay. Tanolong, a barangay in the municipality of Bayambang, was adopted by PSU Bayambang Campus because it is one of the poorest/depressed barangays in the municipality.

*Adopt a Barangay Program* serves the community in three holistic areas: **livelihood, knowledge and health**, these are three essential needs of human for survival. It aims to improve the barangays' *kabuhayan* (livelihood), *karunungan* (knowledge, information and skills), and *kalusugan* (health). The target clients are the women, students, barangay officials, and teachers in the barangay become self-reliant, economically independent, healthy and socio culturally enriched citizens of the country.

## Objectives of the Study

The *Adopt a Barangay Program* aimed to improve the adopted Barangay Tanolong. The program aimed to:

1. help strengthen the students' numeracy and scientific literacy, reduce the number of nonreaders and slow readers, develop the students' computer literacy to meet the demands of the 21st century teaching-learning as well as to strengthen the teachers' computer literacy and enhance students' skills in folk dancing and sports;
2. disseminate information /knowledge about nutrition, health management, business and simple accounting, to mothers, students, teachers in the adopted barangay;
3. improve the socio-economic status of the families and
4. improve the health condition of the residents in the adopted barangay and plan interventions to secure good health of the families in the adopted barangay.

## Methodology

All extension projects carried out at PSU Bayambang Extension Unit involve stakeholders who play important roles in project implementation.

The Administrators like the university director, campus executive director, college deans, department chairs, and campus coordinator are given relevant and appropriate tasks to accomplish such as serving as consultants, advisers, resource speakers, and planners. The faculty members serve as resource persons, organizers, project proponents and facilitators. Meanwhile, students facilitate, coordinate and lead many extension activities of the campus. The stakeholders such as private organizations and government agencies take part in the extension activities of PSU Bayambang as observers and providers of financial assistance. Community folks manifest their cooperation as participants to the extension project being conducted.

The *Adopt a Barangay Program* was divided into three projects namely (a) Knowledge Transfer of Generated Technology; (b) Livelihood Program from the Technology Transferred and (c) Health Impact on the Lives of the People. The three institutes of the campus (College of Teacher Education (CTE), Institute of Nursing (IN) and Institute of Arts Sciences and Technology (CAST) worked together to help the adopted barangay.

The adopted barangay has been in the program for five years. The process of its adoption goes with the program of the colleges.

**Phase 1: KNOWLEDGE TRANSFER** includes the *generation of technologies* to be transferred to the adopted school and in the barangay. The generation of technologies was done through a research process.

*The strategies are as follows:*

The different departments conducted benchmark surveys to assess the current situation of the barangay. Needs were identified based on the results on the surveys conducted. An immediate action and intervention activities were organized to address the identified priority needs. Consultative meetings were also conducted and ideas were solicited from the stakeholders. The administrators, teachers, students and the stakeholders planned for the implementation of the different projects.

### 1. THE SMART PROJECT

Science and Mathematics Assistance, Review, and Tutorial Services

The students in TNHS were grouped homogeneously and 50 Grade 8 students were identified to be participants in the tutorial program because of their poor performance in Science and Mathematics.

The tutorial for this set of students continued until they reached Grade 10. Tutorials were implemented using varied learning strategies, from small group discussions, drills, recitations, games and others.

The materials used for the tutorials were the Learners' Material for Science and Mathematics appropriate to the grade levels of the tutees.

The tutors, composed of the BSE Science and BSE Mathematics Majors, were then tasked to read and master the materials and the topics that they would handle. Worksheets and drill exercises were also developed for practice and mastery.

Pre- and post-tests in the form of 50-item multiple choice tests were developed and prepared to determine the tutees' prior knowledge and to identify their least mastered competencies, while the post-tests were administered to determine the new concepts the tutees gained and whether the tutorial program had a significant impact on the students' grasp of the subjects in terms of content.

Each session was supervised by faculty members of the Science and Mathematics department and the designated TNHS teacher for proper monitoring and support.

The grades of the students were monitored by the concerned TNHS teachers and PSU Science and Mathematics faculty for impact assessments and documentation.

## **2. PROJECT READ: A READING INTERVENTION PROJECT**

Thirty-two (32) nonreaders and 89 slow readers were identified as the first batch of the remedial reading program.

The BSE English Majors who took up Remedial Instruction created the reading materials/modules for the reading intervention under the close supervision of their instructor.

A diagnostic test was used as a basis for the reading skills that need to be reinforced in the reading intervention.

A module was developed consisting of the following topics: basic sight words, phonics, skimming and scanning, context clues, proper pronunciation and reading comprehension.

The DepEd Division Personnel conducts an annual post-reading test in all public schools to monitor the total number of nonreaders and slow readers.

The result of the post-reading test was the basis of the reading intervention implementers to see if the remedial program in TNHS was effective

## **3. Training in Folk Dancing and Sports to promote a healthy lifestyle among the students through physical fitness and recreational activities**

A Sports Training for the students was conducted to help attain health awareness through physical fitness and through sports.

Students were trained in sports like badminton, sepak takraw, volleyball, and board games such as chess.

A sports clinic was established to increase the awareness of the students and teachers about the importance of physical fitness through sports.

Trainings and workshops on folk dancing were also held.

## **4. Computer Literacy Training for Tanolong National High School Teachers and students**

Hands-on trainings on the basics of computer use, Microsoft Office operations, and other technical workshops like Windows Movie Maker and Flash Animation were conducted for the students of TNHS

Training regarding the effective crafting of instructional materials and for computer literacy were also conducted.

### ***Phase II LIVELIHOOD TRAINING***

The strategies on Livelihood training are as follows:

- adopted the formula and product processes for liquid dishwashing soap and perfume products;
- conducted acceptability and market feasibility study
- adopted the skills on simple operations of business, accountancy, and marketing,
- adopted the appropriate package of the products;
- pilot tested the marketability of the liquid dish washing/perfume products and looked for better market for their products.
- Tanolong Womens Group joined several techno fairs such as exhibits to showcase the products of the TWG.
- conducted fairs in the campus where the students were trained to sell the products of the women of Barangay Tanolong.

### ***Phase III: HEALTH PROJECT***

The strategies are as follows:

- conducted monitoring of health services to the Adopted Barangay;
- trained mothers about the preparation of healthful/nutritious food for children;
- conducted regular seminars on prevention of communicable disease, and seminar on family planning to mothers.
- built of herbal garden and conducted tree planting in the school.

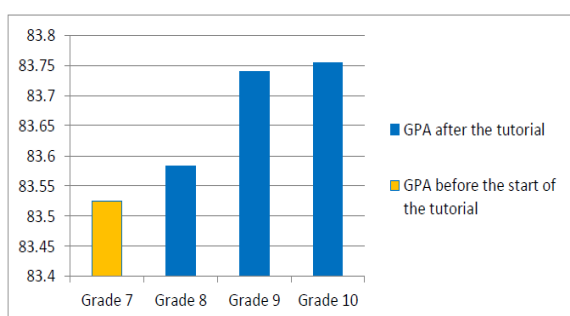
## Results and Discussion

### **Impact of the Knowledge Transfer:**

The Knowledge Project has the following impact:

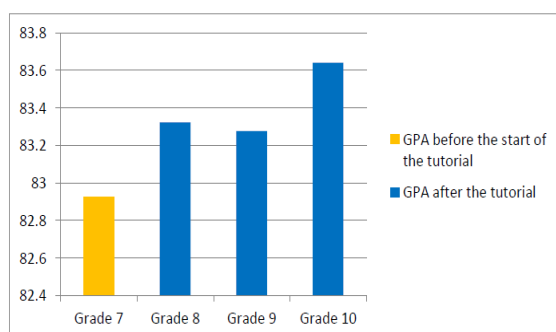
#### **1. SMART (Science and Mathematics Assistance, Review, and Tutorial) Project**

The scores of the students in the pretest and posttest given to them were analyzed. These tests aimed to measure the conceptual understanding of the target students on the topics covered in the tutorial services.



**Figure 1: GPA of Students in Mathematics**

The figure above shows the marked increase in the GPA of the students who underwent the SMART tutorial in Mathematics. This implies that the tutorial was effective in improving the grade point average (GPA) of the students in the aforementioned subject.



**Figure 2: GPA of Students in Science**

There is a significant increase in the Science Grade point average (GPA) of the students who benefitted from the SMART tutorial rendered by the Science and Math Department of the College of Teacher Education. This proves that the SMART tutorial was effective in improving the students' performance in Science.

The general results indicate a marked improvement in the scores of the beneficiaries;

however, the ultimate evidence of the efficacy of the Science and Mathematics tutorial services is the marked increase of the beneficiaries' grade point average in Mathematics and in Science during the years when the tutorial service program was implemented. It could be deduced that the SMART tutorial program was instrumental in enhancing the students' performance in the aforementioned subjects.

#### **2. PROJECT READ: A READING INTERVENTION PROJECT**

The pre-reading assessment administered by the TNHS English teachers to all students revealed that there were 32 nonreaders and 89 slow readers in English.

After the conduct of the reading intervention of the Languages Department, there was a significant decrease in the number of nonreaders and slow readers in English as shown in the table below.

School Year	Non-Readers	Slow Readers	TOTAL
2013-2014	32	89	121
2014-2015	27	69	96
2015-2016	20	59	79
2016-2017	13	53	66

**Figure 3: Number of Nonreaders**

#### **3. Training in Folk Dancing and Sports to promote a healthy lifestyle among the students through physical fitness and recreational activities**

Training in Folk Dancing and Sports to promote a healthy lifestyle among the students has a remarkable improvement in TNHS students' skills in folk dancing and sports. These improvements were evident particularly in folk dancing in the awards received during competitions

The school won 1st Place in the Binasuan Dance-Drama Contest during the 2017 Municipal Town Fiesta. The school representatives also performed in the SINGKAPITAL 2017: Commemoration of Bayambang as the Fifth Capital of the First Philippine Republic. Furthermore, the students now participate in different athletic sports meets and bagged some awards. For instance, Rogelio C. Junio III won the championship in the chess tournament during the 2017 Division Meet;

the TNHS Sepak Takraw Team triumphed in the 2016 Municipal Meet, and some of their athletes were captured by the winning school because of their prowess in their respective sports.

#### **4. Computer Literacy Training for Tanolong National High School Teachers and students**

The TNHS teachers learned the practical applications of computer operation, document management, word processing, spreadsheet organization, PowerPoint presentations development, Internet use, and other technical workshops like Windows Movie Maker and Flash Animation which are essential in instruction.

Teachers' improvement in computer literacy was observed through their outputs such as programs and invitations, PowerPoint presentations, AVPs, and IMs which were evaluated by the facilitators. Consequently, teachers now integrate and maximize the use of technology in their teaching, making their classes interactive, relevant, and student-centered. Students of TNHS discover the ideas and basics of computer operations.

#### ***Impact of the Livelihood Project***

Impact of the Livelihood Project include:

Has consistent formula and process of the products (liquid dishwashing and perfume).

1. The faculty members came with the basic formulations of the ingredients and the steps in production.
2. In terms of the adequacy of skills obtained by the TWG in perfume with AWM of 4.65 and liquid dishwashing soap making with AWM 4.54 reveals that the women acquired very adequate skills during the training period and the training had proved useful in the development of human resources thus contributed more effectively to the development of economic activities.
3. Has designed better packaging materials that guaranteed safety and appealing to the consumers. The Business Administration faculty members helped design the labels of the dishwashing liquid soap and perfume. The products are properly packaged thus, the packaging and labels can be used to encourage potential buyers to purchase the product. With proper packaging of the products, these can be used for convenience and information transmission.

Improved marketing strategies resulted to elevated sales in the products, and a ready marketplace. Marketing strategies were included in the training design. Word-of-mouth marketing was

used in selling the products of women since it is the most trusted form of marketing.

1. Friends and family are the top sources of brand awareness and consumers is more likely to buy the products if it is recommended by close friends and family. Likewise, PSU Bayambang Campus is more than willing to assist them in marketing their products to find more market.
2. Students have better practice in communication, entrepreneurship, and leadership. The students actively rendered their services in the project of the department by serving as facilitators and documenters. The students and the project leaders conduct surveys on the marketability and acceptability of liquid dishwashing soap and perfume in the Municipality of Bayambang. Research surveys conducted show the results of the research that the products (liquid dishwashing and perfume) are gaining acceptability and marketability in the local market.
3. The project elevated the morale of the Tanolong women because their products were properly packaged and accompanied by women's independence, and increased the socio-economic status of the family. In the financial statement in 2019 it is indicated that the women of Tanolong earned a net income of P10,130.00 from the sales of perfume and P4,050.00 from the sales of liquid dishwashing during their pilot testing by selling their products in the municipality. An analysis of monthly sales of the Tanolong Women's Club revealed that their products are feasible. Project leaders and students are confident that given the support in the production stages, this will generate revenues. Economic feasibility/profitability analysis showed an average of 30% increase in net income per month.
4. Established linkages with Government and NGOs that helped promote the PSU products and Tanalong Women's Group products and as well. The Extension Services Unit of PSU Bayambang Campus considers all avenues available in order to cater the needs of the community and to realize the university's vision in accordance with the extension thrusts and agenda. This is done by entering into agreements with other agencies and organizations.



### **Phase III Health Impact**

#### **Impact of the Health Project:**

The Kalusugan Project improved the health status of the adopted barangay. The adopted barangay has the following acquired benefits:

1. Clients became aware on health issues, prevention and control of prevalent diseases.
2. The mothers were informed about prevention of water-borne diseases.
3. The mothers gained knowledge about the advantages of complete immunization.
4. Has trained mothers how to plan nutritious foods for their children.
5. Students, teachers, barangay officials worked together to put up herbal garden and planted trees.
6. Curbing of population growth due to seminars conducted on Family Planning.

### **Conclusions and Recommendations**

The conclusion is described in terms of how the program have changed and transformed the community.

1. The SMART tutorial rendered by the Science and Math Department of the College of Teacher Education has marked an increase in the beneficiaries' grade point average in Mathematics and in Science during the years when the tutorial service program was implemented.
2. There was a significant decrease in the number of nonreaders and slow readers in English After the reading intervention conducted by the Languages Department.
3. Teachers' improvement in computer literacy was observed through their outputs such as programs and invitations, PowerPoint presentations, AVPs, and IMs which were evaluated by the facilitators. Teachers now can integrate and maximize the use of technology in their teaching, making their classes interactive, relevant, and student-centered.
4. Likewise, a remarkable improvement in TNHS students' skills in folk dancing and sports was observed. These improvements were evident particularly in folk dancing in the awards received during competitions.
5. Utilization of technology/skills learned or acquired from the extension activities on the part of the trainees/clienteles.
6. An analysis of monthly sales of the Tanolong Womens Club revealed that their products are feasible. The products are gaining acceptability and marketability in local market. Project leaders and students are confident that given the support in the production stages, this will generate revenues.
7. It is noted that the program has improved the lifestyle of the people in the adopted barangay. Both the women who are the focus of technology transfer became self-reliant and are now assets of the barangay.
8. At present, medical services and regular health assessments of the adopted barangay improved the health of the residents. There are fewer cases of the spread of communicable diseases.
9. Thus, clientele who are really in need of the services and skills were served.
1. It has been observed through its indicators that the adopted barangays improved their socio-economic and socio-cultural status during their adoption. It is imperative that community extension be dealt with utmost considerations by the administration of the institution, NGOs, and LGUs to serve the community and enabling the institution to bring its expertise and facilities in ***touching lives, changing the community, and transforming the future.***

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