

BaMaGASa: Bata, Manunudlo, Ginakanan Aton Sakdagon

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Abstract

The study was conducted in Don Francisco Dinglasan Memorial School (DFDMS) of Punta Tabuc, Roxas City, Capiz as a beneficiary of the Adopt-a-School program of Capiz State University (CapSU) Roxas City-Main Campus during the academic year 2017-2018 to assess the development of the beneficiaries of the extension program BAMAGASA. Beneficiaries of the extension program were the fulltime faculty, selected grades 1 to 6 pupils and parents of DFDMS. Bata aton Sakdagon (BaSa) activity enhanced the reading performance of the beneficiaries both in Filipino and English. There was a positive result in all dimensions of Programang Teatro. The sports program was a success. The Teachers rated the computer fluency training conducted in Manunudlo aton Sakdagon (Masa) activity. The team building was "excellent" as perceived by the teachers. In Ginikanan aton Sakdagon (GaSa) activity, parents perceived the skills training on cooking as "excellent" while handicraft was perceived as "very good." In general, the program was very successful for it has a very positive and significant effect on the lives of the parents, pupil populace and teachers of DFDMS.

Keywords: Extension Activity, Adopt-a-school Program, Capiz State University, Don Francisco Dinglasan Memorial School

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Introduction

The Capiz State University (CapSU) is a state-funded institution tasked to provide quality education through the basic functions of instructions, research, extension and production. To attain this noble mission, this sound Extension Program was formulated and proposed to carry out the extension services of the College of Education of Roxas City Main Campus and to answer the needs of its adopted school.

Don Francisco Dinglasan Memorial School (DFDMS) of Punta Tabuc, Roxas City, Capiz is the beneficiary of the Adopt-a-School program of the college with the following primary activities: BASA: Bata Aton Sakdagon; MASA: Manunudlo Aton Sakdagon; and GASA: Ginikanan Aton Sakdagon. This extension program covers different activities such as: Capability Building or Training, Literacy Program, Talent and Skills Development, Information Dissemination, Values formation, Health, Disaster Management and Preparedness, Gender and Development (GAD) and other related activities.

Through this program of the college, faculty and students through its various student organizations were given the opportunity to experience learning-beyond-the-classrooms and they served as instruments in enhancing the capabilities of the pupils, teachers and parents of DFDMS. It is important to scrutinize whether the BaMaGASa program achieves its desired goal and to determine its effectiveness to the lives of its beneficiaries. Thus, this study.

This study focused on the assessment of the BAMAGASA extension program of the College of Education, CapSU Roxas City-Main Campus. Specifically, it aimed: to determine the training needs of the pupils, teachers and parents of DFDMS; to assess the development of the beneficiaries of the extension program of CoEd; and, to identify the problems encountered during the conduct of the community extension program.

Theoretical and Conceptual Framework

The present study was anchored on the Systems Theory which is defined as a whole consisting of interdependent and interacting parts, or a set of units with relationships among them. In this theory, all social units - individuals, groups, organizations, and communities are conceived of as a system (Mendoza, 2018). It is a holistic and multidisciplinary perspective wherein its concepts have been found useful in describing complex activities (Mele et.al., 2010). It focuses on the arrangement and relations between the parts which connect them into a whole introduced by Ludwig Von Bertalanffy (Mendoza, 2018). This theory applies to the present study in various ways: First, the systems theory is composed of essential elements namely: input, throughput, output, and feedback which represents variables of the study. The input, which pertains to resources necessary to implement the intervention (Mendoza, 2018) refer to the BAMAGASA extension program. The throughput, which is the movement of inputs and outputs through a production process (Besangko et.al., 2013) were

the activities and system of delivery of the program. The output of the study was the immediate results of the program (Mendoza, 2018). All of these were the results of either positive or negative feedback regarding the said program. Figure 1 illustrates the paradigm of the study.

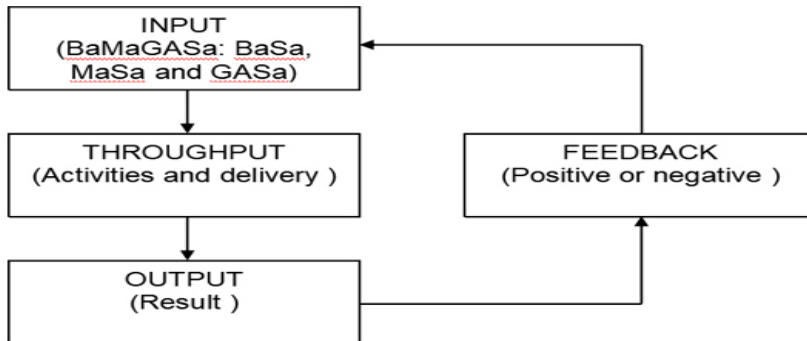


Figure 1. Conceptual Paradigm

Methodology

The study used experimental, qualitative – interview and descriptive method of research. Beneficiaries of the extension program were the faculty, pupils and parents of DFDMS. The trainers were students from the different student organizations and faculty of COED.

After the MOA signing with the adopted school, training needs assessment was conducted. After identifying the target needs and interest of the beneficiaries, planning followed. Pre-assessment on the pupils' knowledge was done prior to the conduct of the training. After, post-evaluation was conducted. Training evaluation sheet was also used as an instrument. The conduct of interview was also employed.

Results and Discussion

1. Trainings/Activities conducted

TRAINING	NUMBER OF TRAINEES	TEACHER IN-CHARGE	STUDENT TRAINERS
Bata aton Sakdagon (BaSa)			
1. Reading (Filipino)	89 grade schoolers	Prof. Arlyn Martinez	KAPEDUFIL
2. Teatro		Prof. Anazel Estilo Prof. Christie Tanalgo	
3. Reading (English)	112 grade schoolers	Prof. Charess Dela Cruz Prof. Emmanuel Dayalo Dr. Miraluna Sabid	SEM
4. Numeracy	107 grade schoolers	Dr. Joey Balatayo Dr. Giena Odicta Prof. Gemma Agustin Prof. Mary Grace Galagate	
5. Music, Dance & Sports	Grade 4, 5 & 6, 2018	Prof. Dirk Diestro	SOFSME
		Dr. Susan Diosalan Dr. Eduardo Diosalan Prof. Vivian Apuang	CCPM
Manunudlo aton Sakdagon (MaSa)			
1. Computer Fluency (Powerpoint, Publisher and Photoshop)	24 Teachers	Prof. Vicmar Solano Dr. Ma. Lida A. Solano Dr. Eimee D. Potato	
2. Team Building			
Ginikanan Aton Sakdagon (GASa)			
1. Handicraft	14 Parents	Prof. Mary Ann Cervas Prof. Lagrimas Trinidad Prof. Maritess Demaisip	FULIMENT
2. Cooking	14 Parents	Prof. Jeanelyn Faelangco Prof. Ace Barredo	

2. Assessment

Bata Aton Sakdagon (BaSa)

As to the reading program in Filipino, the results revealed that there was an increase in the performance in post-test of Grades 1- 6 pupils in the area "pagkilala sa nakalimbag na simbolo". Whereas, a slight increase was noted on the area "bilis sa pagbasa sa lahat ng antas ng kahirapan na salita/pahayag na nakalimbag" (Once et.al, 2019).

In Programang Teatro, focus group discussion was done to determine the effectiveness of the program in four dimensions; namely, akademikong pag-unlad, pag-unlad ng talent, kakayahang makipagsalamuha sa kapwa, pag-unad ng tiwala sa sarili at popularidad. A positive result was observed in all dimensions (Begas et al, 2018).

In the remedial reading in English, the 112 non-readers identified during the pre-reading assessment was reduced to 57 in the post-reading assessment conducted.

The sports program was effective because the basketball team of the school won champion during the district meet, 3rd place during the division meet and some of the players were chosen as members of the provincial team.

Manunudlo Aton Sakdagon (MaSa)

The mean rating of 4.25 is indicative that teachers have excellent rating on the computer fluency training conducted.

The team building activity is generally perceived by the teachers to be "excellent" as supported by the mean of 4.33.

Ginikanan Aton Sakdagon (GaSa)

Result discloses the mean of 4.26 suggesting that parents perceived the skills training on "cooking" as excellent. The training on handicraft obtained a mean rating of 4.18 indicating that respondents' perception on this is very good.

BaMaGASa

In general, the program was successful for it has a very positive and significant effect on the lives of the parents, pupil populace and teachers of Don Francisco Dinglasan Memorial School.

3.Problems Encountered

Based on the interview conducted to both the participants and the trainers, the following problems were identified: funds (notarization of parental waiver, transportation, materials); safety of the students; transportation; distance of the school from CapSU; weather; schedule, and attendance.

Tapscott (2010) has mentioned three problems that come with community extension programs. First is poor organization. The coordination of some activities proves to be not well organized that the activity fails or there would be logistics problems that would hinder the activity from being a success. Second is the ingratitude to the benefactors. There would be cases where in the people students are helping would complain and have a bad attitude towards the people who are helping them. And lastly, safety issues. The lack of safety precautions makes it problem in doing community services.

Conclusions

Bata Aton Sakdagon (BaSa) as an extension activity of CapSU-COED

enhanced the reading performance of the beneficiaries both in English and Filipino. Programang Teatro was effective since pupils have improved in academics and their talents, have developed social skills and became popular.

Teachers had developed fluency in Microsoft word. After the team building, the teachers have developed team work and camaraderie among themselves.

In Ginikanan Aton Sakdagon (GASa) activity, parents were capacitated with skills in cooking, baking and handicrafts.

CoEd Extension program holds problems that make it difficult for students and faculty trainers as well as to the participants.

Recommendations

Bata Aton Sakdagon (BaSa) as an extension activity of CapSU-COED maybe strengthened further in all subjects in the academe and the continuing program of Teatro.

Manunudlo Aton Sakdagon (MaSa) for teachers may continue its program to enhance teachers' capacities and capabilities towards computer fluency in MS Publisher, MS Powerpoint, and other computer applications needed in their teaching process. The team building activity is recommended to be enhanced to develop continuing program development for teachers.

In Ginikanan Aton Sakdagon (GASa) program, implementers may design other activities with regards to cooking and entrepreneurship. The training on handicraft maybe enhanced further and may focus to other aspects and skills.

The administration may take into consideration the problems encountered during the conduct of the activity

Similar studies may be conducted using other variable to further validate the results of the study.

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