

Extension Programs and Services of State Universities and Colleges in Negros Occidental

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ABSTRACT

Carefully planned extension programs and services of State Universities and Colleges (SUCs) help them deliver the needed social services to their beneficiaries, promote sustainable development and self-reliant communities, attain national development goals, and provide field exposure to teachers and students. Using the descriptive design, this study recorded the extent of implementation of extension programs and services of SUCs in Negros Occidental as mandated by Republic Act 7722 and as assessed by the resident-beneficiaries of SUCs. Using mean and standard deviation, data revealed that generally, the extent of implementation of SUCs of their program and services is high in relevance, responsiveness, and sustainability and very high in efficiency and effectivity. Findings implied that the SUCs need to maximize their services and reach a very high level of implementation of their extension programs and services for the maximum satisfaction of beneficiaries. Results of the study were used as bases for the enhancement of community extension programs.

INTRODUCTION

Under the new era of globalization, privatization of the educational institutions, and rivalry in the higher education industry, many higher education institutions contend and survive in the changing face of the industry (Vallaes, 2013). During this adaptation, some institutions discover the importance of Corporate Social Responsibility (CSR) as a reputation and an advantage-building strategy (Filho et al., 2010). With CSR strategies, higher education institutions have laid down their competitive blueprint and discovered the opportunity to focus beyond the classroom into

their organizational operations (Cabral, 2011).

University social responsibility (USR) is a principle that refers to the viewpoint of a university to use a decent and moral approach to develop and to get engaged with the local and global community to withstand the social, ecological, environmental, technical, and economic development (Shawyun, 2011). USR implies a policy of right quality education governing the university's performance through proper and correct management of the teaching-learning process of the university, in a collaborative and interactive dialogue with society and its communities, to promote sustainable human development. These

underline ethical teamwork and partnership with the university community and the corporate community regarding stakeholder participation and involvement (Nasongklha et al., 2014).

Different regions in Asia have also embraced the concept of university social responsibility. Chen (2015) proposed that university social responsibility and sustainability should include critical vital mechanisms, as teaching and learning, authority and direction, public participation, or community immersions, to address the societal, economic, and ecological issues confronting the ASEAN community. USR directs from a level of genuine sincerity and friendship to fulfill the bridging of communities, goodwill commitment, and sharing beyond borders (Chen, 2015).

In the Philippines, Republic Act 7722, otherwise known as the Commission on Higher Education, mandates institutions of higher learning like State Universities and Colleges (SUCs) and Private Colleges and Universities to respond to the call for social responsibility and societal transformation. The aim is to serve the poorest of the poor, the less privileged, the deprived, and the oppressed (Bidad, 2010). To achieve this moral obligation, schools established community extension programs.

Many studies were conducted to assess the extension program and services of other SUC's in the country. Among them were Guiab (2016) on the usefulness and efficiency of the extension program of Philippine Normal University-North Luzon; Quesada (2014) on the effectiveness of extension programs and services of Surigao del Sur State; Tacbas et al. (2008) on the effectiveness of the extension program of the University of the Philippines; Herrera (2010) on the impact of the community extension services of St. Joseph Institute of Technology; Dilao (2017) on how the recipients were helped by the extension program of La Salle University; Figueroa (2017) on how the extension program and services helped beneficiaries in Calumpit, Bulacan; Bidad and Campiseno (2010) on

the effectivity of their extension services in SUCs in Region IX; Rubio et al. (2016) on the involvement of Business Administration students in the community extension program of the college; and Mercado et al. (2016) on the implementation of the extension project of the Technology Department in Batangas. Despite these studies, no survey has ever been piloted to determine the efficacy, usefulness, or benefits of extension programs and services of SUCs among their beneficiaries in Negros Occidental; hence, this gap in the literature.

This study was conducted to address the gap and assess the implementation of the community extension services of SUCs in terms of relevance and responsiveness, efficiency and effectivity, and sustainability. Results of the study were utilized in designing a 5-Year Development Plan.

This study is anchored on the Social Contract Theory by Thomas Hobbes (1651), which states that a person's moral and/or political obligations are dependent upon a contract or agreement among them to form the society in which they live. This voluntary agreement among individuals explains that organized society is brought into being and invested with the right to secure mutual protection and welfare or regulate its members' relations (Elahi, 2013). The emergence and the development of Corporate Social Responsibility (CSR) are due to the changing social contract relationship between corporate and society. CSR starts from society, considering corporate behavior's influence on society, social expectations, and corporate behavior requirements. Donaldson (1982 cited in Vasquez et al., 2013) also argued that the corporate offers a contract to the society; hence, the corporate should be responsible for the society which provides conditions for its existence, while society takes responsibility for the corporate development.

On the other hand, the social responsibility concept explains an organization's obligation about the

effect of its decisions and undertakings on society and the environment (Duckworth & Rosemond, 2014). By upholding and supporting sustainable development practices in SUCs, universities can show their commitment to social responsibility practices, integrating into universities' core values and functions at every level and forming a part of the university's philosophy.

Vallaes (2013) has indicated the importance of social responsibility and has identified the university's key features. Social responsibility is the responsibility of institutions' actions and behavior for the impact they have influenced and caused to society; it requires a management practice to make society sustainable by eliminating unsustainable negative impacts and promoting sustainable development forms. It is not beyond or outside the law; it coordinates with legal obligations and requires coordination between the stakeholders who are about to act on the negative impacts.

Universities need to embrace a social responsibility strategy, just like other corporate organizations, as they refer to the principle of corporate social responsibility to answer the needs of the stakeholders (Esfijani & Chang, 2012).

METHODOLOGY

The study made use of a descriptive normative design. According to Wilson (2014), it is used to identify present conditions, point out present needs, study the immediate status of a phenomenon, and examine the relationships of traits and characteristics. Descriptive type of research was appropriate in this research since it endeavored to describe and elucidate the conditions of the present using several subjects and questionnaires to describe the occurrence adequately (Creswell, 2013).

The respondents of this study were the 238 resident-beneficiaries of SUCs in Negros Occidental selected

using stratified random sampling. The study made use of an adopted questionnaire from the published paper of Bueno (2010) entitled "Extension Programs and Services of Columban College."

Data were collected from respondents who have directly received the services of extension programs and services of SUCs through their projects in the community. To gather the data, the researcher sought the approval of the SUC presidents. The researcher formally administered the questionnaires to the participants and made use of the collected detailed factual and actual information from the experiences of the participants who have directly received the services of SUCs. After that, the accomplished data were carefully scored, tabulated, and computed.

Descriptive analysis was used to determine the extent of implementation of the programs and services in terms of relevance and responsiveness, efficiency and effectivity, and sustainability. The mean and standard deviation were the statistical tools used to interpret the data.

The researcher ensured the ethical conduct of the study and sought approval from the participants to take part in the research process. Considerably, she explained to the participants the purpose of the study and the benefits they could gain. During the survey, the researcher assured the participants that the study was a requirement for her post-graduate degree, and the data would be solely for research purposes. The researcher assured them of the confidentiality of the information regarding their identity and responses.

RESULTS AND DISCUSSION

Table 1 reveals that when taken as a whole, the extent of the implementation of extension programs and services of State Universities and Colleges (SUCs) in Negros Occidental is "high." With a grand mean of 4.16, interpreted as a high extent of implementation, results imply that the program and services of SUCs

Table 1. Extent of Implementation of Extension Programs and Services of State Universities and Colleges as a Whole

Grouping Variables	Extent of Implementation of Extension Programs and Services of SUCs											
	Relevance & Responsiveness			Efficiency & Effectivity			Sustainability			Grand Mean		
	<i>M</i>	<i>SD</i>	<i>VI</i>	<i>M</i>	<i>SD</i>	<i>VI</i>	<i>M</i>	<i>SD</i>	<i>VI</i>	<i>M</i>	<i>SD</i>	<i>VI</i>
A. Entire Group	4.14	0.45	<i>H</i>	4.20	0.44	<i>VH</i>	4.14	0.45	<i>H</i>	4.16	0.45	<i>H</i>
B. SUCs												
SUC A	4.23	0.54	<i>VH</i>	4.24	0.54	<i>VH</i>	4.23	0.54	<i>VH</i>	4.23	0.54	<i>VH</i>
SUC B	3.94	0.49	<i>H</i>	4.04	0.50	<i>H</i>	3.94	0.49	<i>H</i>	3.97	0.49	<i>H</i>
SUC C	4.26	0.33	<i>VH</i>	4.33	0.28	<i>VH</i>	4.26	0.33	<i>VH</i>	4.28	0.31	<i>VH</i>
C. Age												
Younger (40 YO & Below)	4.11	0.44	<i>H</i>	4.16	0.41	<i>H</i>	4.17	0.44	<i>H</i>	4.15	0.43	<i>H</i>
Older (41 YO& Above)	4.19	0.47	<i>H</i>	4.25	0.49	<i>VH</i>	4.28	0.45	<i>VH</i>	4.24	0.47	<i>VH</i>
D. Civil Status												
Single	3.92	0.78	<i>H</i>	4.03	0.60	<i>H</i>	4.03	0.64	<i>H</i>	3.99	0.62	<i>H</i>
Married	4.15	0.47	<i>H</i>	4.21	0.49	<i>VH</i>	4.21	0.50	<i>VH</i>	4.19	0.46	<i>H</i>
Separated	4.18	0.62	<i>H</i>	4.26	0.59	<i>VH</i>	4.27	0.56	<i>VH</i>	4.24	0.54	<i>VH</i>
Widowed	4.16	0.49	<i>H</i>	4.19	0.57	<i>H</i>	4.22	0.63	<i>VH</i>	4.19	0.53	<i>H</i>
E. Monthly Income												
Low (P4,999 & below)	4.16	0.54	<i>H</i>	4.27	0.54	<i>VH</i>	4.25	0.56	<i>VH</i>	4.22	0.52	<i>VH</i>
High (P5,000 & above)	4.14	0.52	<i>H</i>	4.21	0.50	<i>VH</i>	4.15	0.53	<i>H</i>	4.16	0.48	<i>H</i>
F. Educational Qualification												
Elementary Under Grad	4.19	0.40	<i>H</i>	4.21	0.44	<i>VH</i>	4.24	0.45	<i>VH</i>	4.21	0.40	<i>VH</i>
Elementary Graduate	4.11	0.42	<i>H</i>	4.14	0.41	<i>H</i>	4.30	0.49	<i>VH</i>	4.18	0.41	<i>H</i>
High School Undergraduate	4.23	0.46	<i>VH</i>	4.24	0.43	<i>VH</i>	4.15	0.47	<i>H</i>	4.21	0.42	<i>VH</i>
High School Graduate	4.06	0.65	<i>H</i>	4.12	0.64	<i>H</i>	4.14	0.63	<i>H</i>	4.11	0.61	<i>H</i>
College Level	4.09	0.64	<i>H</i>	4.24	0.62	<i>VH</i>	4.19	0.66	<i>H</i>	4.17	0.60	<i>H</i>



in Negros Occidental were highly implemented and well responded by their beneficiaries. SUC A got an overall result interpreted as "very high" ($M=4.23$). This implies that their programs and services were very highly implemented and very well responded by all their participants. Meanwhile, SUC B got an overall result of "high" ($M=3.97$). Results for SUC C show that the extent of implementation of their extension programs and services is also "very high" ($M=4.28$). It means that their programs were very well participated in and supported by their participants. Generally, the extent of implementation of extension programs and services of SUCs in terms of relevance and responsiveness is "high" ($M=4.14$; $SD=0.45$). SUC A rated their program as "very high" ($M=4.23$; $SD=0.54$) as well as SUC C ($M=4.26$;

$SD=0.33$). SUC B rated their program as "high" ($M=3.94$; $SD=0.49$). Both SUC A ($M=4.36$; $SD=0.66$)

and SUC B ($M=4.59$; $SD=0.54$) scored "very high" in item no. 4 (I enjoyed and liked the strategies of EPS in implementing the program). SUC C is "very high" ($M=4.36$; $SD=0.50$) in item no. 5 (In my opinion, the strategies utilized by EPS in implementing the programs are effective). SUC A is "low" in items no. 2 ($M=4.17$; $SD=0.65$) and 3 ($M=4.17$; $SD=0.69$) (I understood the objective and purpose of EPS when I joined their activities, and the EPS staff helped me understand my roles and responsibilities as a member). SUC B is also "low" ($M=3.55$; $SD=0.91$) in item no. 9 (The EPS has answered the needs of my community). SUC C got low mean scores in items 1,2,3,4 and 10 ($M=4.18$; $SD=0.40$).

When taken as a whole, the extent of implementation of extension programs and services of SUCs in terms of relevance and responsiveness is "high" ($M=4.14$), which means that the programs of SUCs in Negros are highly relevant and highly responsive.

Generally, the extent of implementation of EPS of SUCs in terms of efficiency and effectivity is "very high" ($M=4.20$; $SD=0.44$). SUC A ($M=4.24$;

$SD=0.54$) and SUC C ($M=4.33$; $SD=0.28$) rated their respective programs very high, while SUC B rated their program "high" ($M=4.04$, $SD=0.50$). Both SUC A ($M=4.33$; $SD=0.70$) and SUC B ($M=4.24$; $SD=0.73$)

are "very high" in item no. 1, while SUC C is "very high" ($M=4.55$; $SD=0.52$) in item no. 5 (EPS taught us to be efficient and cautious when it comes to utilization of resources especially money). However, in terms of lowest items, SUC A is "low" ($M=4.15$, $SD=0.68$) in item no. 4 (Careful use of resources and thriftiness were promoted by the EPS staff), while SUC B is "low" ($M=3.74$; $SD=0.95$) in item no. 5. SUC C is "lowest" ($M=4.09$; $SD=0.54$) in item no. 3 and low ($M=4.18$; $SD=0.40$) in items no. 1, 2, and 10.

Results imply that the EPS brings a positive impact to their personality and family and the support of EPS at present is enough and sufficient. As a whole, the implementation of the EPS of SUCs in terms of efficiency and effectivity is "very high" ($M=4.20$; $SD=0.44$), which means that their program is highly efficient and effective.

In terms of sustainability, the extent of implementation of EPS of SUCs is "high" ($M=4.14$; $SD=0.45$). SUC A ($M=4.23$; $SD=0.54$) and

SUC C ($M=4.26$; $SD=0.33$) rated their extent of implementation as "very high," while SUC B rated their implementation as "high" ($M=3.94$; $SD=0.49$). SUC A obtained the "highest" ($M=4.36$; $SD=0.66$) in item no. 4 (I am willing to share my learnings from the projects to other individuals), while SUC C is "high" ($M=4.45$; $SD=0.52$) in item 8 (They believe in their own capacity and potentials, and they are ready to be independent even the Extension Program and Services is already terminated). SUC B is also "high" ($M=4.59$; $SD=0.54$) in item no. 4 (I am willing to share my learnings from the projects with other individuals).

On the other hand, SUC A and SUC C are both low in items 2 and 3 (EPS improved our relationship with other people in the community, and the things I learned from the EPS project will be useful for myself

in the future). SUC B is low in item 9 (I will continue the good project in my community with the help of myself and other people), while SUC C is also low in items 1, 2, 3, 4, and 10. Among the SUCs, item no 9 (I will continue the good project in my community with the help of myself and other people) obtained the lowest grand mean ($M=4.01$; $SD=0.69$), while item no 4 (I am willing to share my learnings from the project to other individuals) obtained the highest grand mean ($M=4.38$; $SD=0.53$). As a whole, the extent of implementation of extension program and services of SUCs in terms of sustainability is "high."

The significant findings derived from the study show that the extension program and services of SUCs, although highly implemented and well responded to, must be equally sustained and provided to all beneficiaries regardless of age, civil status, monthly income, and educational attainment. The findings of the study are supported by results from similar studies. Bagtang (2006) found that the assessment of the objectives and benefits derived from the extension services of the Kalinga- Apayao State College revealed that the community respondents and clientele were benefitted from the variety of extension programs and services offered and implemented by their college.

Furthermore, Guiab's (2016) study, which assessed the usefulness and efficiency of the extension program of Philippine Normal University- Northern Luzon, showed that their extension services were successfully and fruitfully implemented. Their extension program and services were beneficial as professed by clientele and extensionists. Bueno (2010) also affirmed that the relevance of the program and services is significant in defining the direct result of the extension program. It is a standard norm for every social welfare agency, and as commended, there should be consistent inquiries as to the meaning of the projects in any given community.

In his study, Wood (2013) specified that social

responsiveness is the capacity of a corporation to answer social pressure. It presupposes that what is important is not how an organization answers to social problems but what their long- term part should be in the social system. Aside from relevance and responsiveness, efficiency and effectivity is one area that must be measured and must be provided with feedback to ensure that the projects and programs of EPS anchor to the needs of the beneficiaries. According to Stojkovic, Kalinich, and Klofas (2013), the effectiveness of a specific company is determined by the degree to which it realizes its goal. It also follows that the program must be cognizant of the value of the people's involvement starting from the conceptualization phase. Since the result is high implementation, the program has been implemented and meets the objectives and goals of the program.

Similarly, the study of Quesada (2014), which evaluated the effectiveness of extension programs and services of Surigao del Sur State University, stated that all community extension programs such as literacy, livelihood, and environmental were beneficial, which indicated that all programs were able to meet the set objectives. It showed that among the critical factors of community extension programs, planning was found to be more vital and essential for effectiveness.

Moreover, the study of Rubio (2016) showed that the community extension program of their college involved was well effective and was delivered. Students were actively involved in their activities. However, there was a suggestion that the extension program should continue reaching out for the sustainable development of the students in the community.

Guiab (2016) further stated that effectiveness refers to a platform that addresses the desire and aspirations identified by the people themselves, which elicit people's participation. It follows that any program must be cognizant of the value of the

Table 2. Extent of Implementation of Extension Programs and Services of State Universities and Colleges When Grouped According to Age

Aspects	Younger (n=125)			Older (n= 113)		
	\bar{x}	SD	Verbal Interpretation	\bar{x}	SD	Verbal Interpretation
Relevance & Responsiveness	4.11	0.44	High	4.19	0.47	High
Efficiency & Effectivity	4.16	0.41	High	4.25	0.49	Very High
Sustainability	4.17	0.44	High	4.28	0.45	Very High
Overall Mean	4.15	0.43	High	4.24	0.47	Very High

people's involvement starting from the conceptual phase. Bueno's study (2010) revealed that the Aetas strongly agree that their program had enhanced and sustained the capacity of their group, improved their relationship with other people in the community, and they are willing to share their learnings from the projects. The findings revealed that in case the program and services would be completed, the Aetas can stand on their own, and they can carry over the project in their community.

Also, the study of Chua (2014) showed that the level of implementation of their community extension service revealed that their beneficiaries were all aware of their program and services. However, programs on sustainable development should also be taken into consideration. Brundtland (2012) defined sustainability as the improvement that meets the requirements of the present-day without conceding that the future generations can satisfy their wants.

Table 2 reveals that the extent of implementation of extension programs and services of SUCs when the resident-beneficiaries are grouped according to age is "high" (M=4.15) for the younger group and "very high" (M=4.24) for the older respondents. In terms of relevance and responsiveness, both the younger group (M=4.11) and the older group (M=4.19) rated the implementation as "high." Results imply that the participants in the extension programs and

services understand their objectives and consider their program as highly efficient and effective. This further means that the older and younger age participants have enjoyed and liked the strategies in implementing the program. They have understood the objective and purposes of the program, and the program has answered the needs of their family and community. Regardless of age, all participants have responded well to the program. It also shows that when grouped according to age and in terms of sustainability, the older participants of SUCs rated their program implementation as "very high." In terms of sustainability, when grouped according to age, all participants of SUCs, young and old, confirmed that their program is very highly sustainable.

The findings of the study are conformed to by some authors. Nkamleu and Adesina (2000) content that the age of the household head is incorporated because it is believed that, with age, farmers as beneficiaries accumulate more experiences and thus have a greater likelihood of searching for information about new technology. However, it may also be that younger household heads are more flexible, eager for new information, and possibly more likely to participate in extension programs. Thus, the expected sign of the coefficient on age is indeterminate (Amsalu & Aklilu, 2007; Bekele & Drake, 2003; Suvedi, Ghimire, & Kaplowitz, 2017).

Table 3 shows that the extent of implementation of extension programs and services of SUCs when resident-beneficiaries are grouped according to civil status is "very high" (M=4.24) among the widowed participants and "high" among the single, married, and separated participants (M=3.99; M=4.19; M=4.19).

When viewed as to relevance and responsiveness, the implementation is "high" across all groups: single (M=3.92), married (M=4.15), separated (M=4.03), and widowed (M=4.18). In terms of efficiency and effectivity, implementation is "high" for the single (M=4.03) and "very high" for the married (M=4.21), separated (M=4.21), and widowed (M=4.26). For sustainability, implementation is again "high" for the single (M=4.03) and "very high" for the married (M=4.26), separated (M=4.21), and widowed (M=4.27). Findings imply that the participants, when grouped according to civil status, perceive their programs as highly relevant and responsive, efficient and effective, and sustainable.

Findings are supported by Ofuoku and Ekorhi-Robinson (2018), who have established that marital status has a significant and positive relationship with the social inclusion of landless farmers in extension services. This means that the status of being married would most likely increase the chances of landless farmers being socially included in extension service benefits. Marriage brings many responsibilities, as a family is formed. The individual farmer, in the quest

for increased output/yield, will always seek extension services, even when they are not recognized by extension agents as part of their clientele.

Table 4 reveals that the extent of implementation of extension programs and services of SUCs when participants are grouped according to monthly income is "very high" for the lower-income group (M=4.22) and "high" for the higher-income group (M=4.16). In terms of relevance and responsiveness, both groups, the lower-income group (M=4.16) and the higher-income group (M=4.14), rated it as "high." When viewed as to efficiency and effectivity, both groups, the lower-income group (M=4.27) and the higher-income group (M=4.21), gave a "very high" rating. Finally, in terms of sustainability, the lower-income group rated it "very high" (M=4.25), while the higher-income group gave it a "high" (M=4.15) rating.

Several authors explain the results. There is a debate on the relationship between income levels and income diversification (Gebrehiwot, 2015). Some authors argue that diversification of incomes away from farm activities leads to higher income levels but that households face constraints to enter such new non-farm income-generating activities (Barrett, Reardon, & Webb, 2001; Woldenhanna & Oskam, 2001). Others argue that income diversification is associated with lower incomes because households choose to diversify their activities at the cost of lower returns as a risk coping mechanism (Barrett, Bezuneh, & Aboud,

Table 3. Extent of Implementation of Extension Programs and Services of State Universities and Colleges When Grouped According to Civil Status

Aspects	Single (n=35)			Married (n= 139)			Separated (n=28)			Widowed (n=36)		
	\bar{x}	Sd	VI	\bar{x}	SD	VI	\bar{x}	SD	VI	\bar{x}	SD	VI
Relevance & Responsiveness	3.92	0.78	H	4.15	0.47	H	4.03	0.64	H	4.18	0.62	H
Efficiency & Effectivity	4.03	0.60	H	4.21	0.49	VH	4.21	0.49	VH	4.26	0.59	VH
Sustainability	4.03	0.64	H	4.26	0.59	VH	4.21	0.50	VH	4.27	0.56	VH
Overall Mean	3.99	0.62	H	4.19	0.57	H	4.19	0.46	H	4.24	0.54	VH

Table 4. Extent of Implementation of Extension Programs and Services of State Universities and Colleges When Grouped According to Monthly Income

Aspects	Lower (n=145)			Higher (n= 93)		
	\bar{x}	SD	Verbal Interpretation	\bar{x}	SD	Verbal Interpretation
Relevance & Responsiveness	4.16	0.54	High	4.14	0.52	High
Efficiency & Effectivity	4.27	0.54	Very High	4.21	0.50	Very High
Sustainability	4.25	0.56	Very High	4.15	0.53	High
Overall Mean	4.22	0.52	Very High	4.16	0.48	High

2001). The Integrated Household Extension Program (IHEP) program tries to adopt an integrated package approach focusing on different economic activities, including crop production, livestock rearing, and non-farm activities (Gebrehiwot, 2015).

Table 5 shows that the extent of implementation of extension programs of SUCs is "high" among the elementary graduates (M=4.18), high school graduates (M=4.11), and college-level (M=4.17) and "very high" among the elementary level (M=4.21) and high school level (M=4.21). When viewed as to relevance and responsiveness, the implementation is "very high" for the high school level (M=4.23) and "high" for the elementary level (M=4.19), elementary graduates (M=4.11), high school graduates (M=4.06), and college-level (M=4.09). In terms of efficiency and effectivity, it is "very high" for the elementary level (M=4.21), high school level (M=4.24), and college-level (M=4.24) and "high" for the elementary graduates (M=4.14) and high school graduates (M=4.12). For sustainability, the implementation is "very high" for the elementary level (M=4.24) and high school level (M=4.21) and "high" for the elementary graduates (M=4.18), high school graduate (M=4.11), and college-level (M=4.17).

The findings are explained by Yurttas and Atsan (2006), who pointed out that most agricultural extension training activities are based on voluntary participation. Therefore, in order to have farmers

voluntarily participate in extension training, their needs and preferences have to be addressed. Different groups of farmers have varying needs for extensive training. For instance, the study by Yurtta and Atsan revealed that farmers' need for extension services differ based on age, the number of cattle owned, and educational level (Mwamakimbula, 2014).

Conclusion and Recommendations

Extension programs and services are the responsibility of a university to improve the quality of life of the community. This responsibility is fulfilled by exercising the functions of SUCs in meeting the social needs of the community's people and delivering to them the social services required to combat the social and economic ills of society. Furthermore, SUCs, as partners in nation-building, contribute to the local economic development by providing programs and services that alleviate poverty.

Generally, the findings imply that the SUCs in Negros Occidental need to reach a very high level of implementation of their programs to satisfy their beneficiaries fully. The maximum level of sustained community is where participants learn to become independent even if the program and services have already been terminated. The SUCs have not fully realized this; thus, the programs and services should be continued and re-assessed regarding relevance and usefulness.

SUCs should consider the findings as a guide to

Table 5. Extent of Implementation of Extension Programs and Services of State Universities and Colleges When Grouped According to Educational Attainment

Aspects	Elementary Level (n=50)			Elementary Graduate (n=35)			High School Level (n=47)			High School Graduate (n=75)			College Level (n=32)		
	\bar{x}	Sd	VI	\bar{x}	SD	VI	\bar{x}	SD	VI	\bar{x}	Sd	VI	\bar{x}	SD	VI
Relevance & Responsiveness	4.19	0.40	H	4.11	0.42	H	4.23	0.46	VH	4.06	0.65	H	4.09	0.64	H
Efficiency & Effectivity	4.21	0.44	VH	4.14	0.41	H	4.24	0.43	VH	4.12	0.64	H	4.24	0.62	VH
Sustainability	4.24	0.45	VH	4.30	0.49	VH	4.15	0.47	H	4.14	0.63	H	4.19	0.66	H
Overall Mean	4.21	0.40	VH	4.18	0.41	H	4.21	0.42	VH	4.11	0.61	H	4.17	0.60	H

amending some policies relative to programs and services implementation. SUCs should evaluate the usefulness of these programs and improve them to answer the needs of the community. More massive strategies in information dissemination relative to the objectives of extension programs must be undertaken for the awareness and active participation of the community.

The local community must partner with the SUCs and offer suggestions for precise programs and services to be conducted for their advantage. More responsive and realistic program plans based on the study should be undertaken. It is further hoped that future researchers could broaden the scope and include other variables deemed necessary for future studies.

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