

Impact of Batstateu - College of Teacher Education Socio-Economic Extension Services to Badjao Community in Libjo, Batangas City

Rowena R. Abrea (Ph. D.)

Corresponding author email id: rowenarabrea@yahoo.com

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Abstract — Teachers Education Institutions has always been at the forefront in the development of every individual. The challenge of real transformative role of education and the concept of corporate social responsibility becomes a reality when education institution articulates this in form of extension services.

This study evaluated the impact of the socio economic services rendered by the College of Teacher Education to Badjao community at Libjo, Batangas City.

The descriptive method of research was utilized with the aid of the questionnaire and unstructured interview to assess the impact of the extension services to Badjao families. The respondents of this study were the 15 Badjao families, 11 baranggay officials including the two caretakers and 60 baranggay constituents. The sample size of the baranggay constituents was determined using the Slovin's formula.

The findings revealed that as for livelihood program, the respondents strongly agreed that the Badjaos are capable of applying some of the skills learned. As to literacy, the respondents strongly agreed that the Badjaos learned the simple writing, reading and counting. In terms of social skills, not all respondents agreed that the Badjaos were able to develop their social skills. It is good to note that the Badjao became hygienic after being trained by the CTE extensionists.

As to constraints and challenges met by the Badjaos, it was found out that inadequate capital hinder them to apply what they learned from the extension services.

Based on the findings, the researchers prepared an action plan to address the weaknesses and constraints found. It was recommended that the College prepare necessary actions to resolve the constraints met and strengthen the weaknesses.

Keywords — Extension Program, Socio Economic Impact, Community Services

I. INTRODUCTION

A tertiary educational institution has four functions – instruction, research, extension service and management of resources. As stated in Republic Act 7722, otherwise known as “The Higher Education Act of 1994, the Commission on Higher Education mandates institutions of higher learning like state universities and colleges (SUCs) to respond to the call of societal transformation. As stated by Gonzalez (2008), the academe is one of the main actors in the society which could possibly effect change through empowering the people in the community. This portrays its mission to get in touch with the less fortunate through provisions of skills training and information drive. These could help them live better and become partners in development. In reality, the expected duties and responsibilities of someone involved in academics is not just teaching and research, conducting extension services

to the larger community is also part of the function. The nature of the social involvement must be directly related to the field of teaching and must be socially responsible in bringing expertise to the community. Batangas State University, being an institute of higher learning is mandated by law to serve the communities. This mandate is fulfilled by exercising one of the four functions which is extension service.

According to Elman (2008) an extension program aims to provide avenues to beneficiaries to become self sufficient individuals. This is not to render personal services but to work with people and teach them how to do things for themselves. Its purposes include initiating, catalyzing and sustaining the development of adopted barangays. It is in this context that the College of Teacher Education (CTE) as a part of the University offered extension services to the Badjaos in Barangay Libjo, Batangas City from 2010 to 2012.

Badjaos are not legitimate residents of Barangay Libjo. They are migrants from Mindanao who looked for greener pasture here in Batangas. In 2010, the Badjao families did not work for themselves. They survived everyday living from through the support of benefactors and subsidy from local government officials. Basically, this minority group faced several challenges like adapting with the culture of the Batanguenos and combating social and economic ills of the society. As such, they had to learn the vernacular of the place, find ways to earn a living and the most is to acquire the basic education.

The College of Teacher Education has been committed to pursue sustainable extension activities through community development programs. As cited by Diem (2001), a program that addresses the needs identified by the people themselves tends to be more effective in eliciting people's participation. It follows that any program must recognize the value of people's participation starting from the conceptualization phase. This is done by undertaking a community study that would explore the actual concerns of the people. These is in turn must be translated into workable program or project responsive to the needs or concerns.

The college conducted pre survey and need assessment on 2010. The findings of the assessments served as the basis of the extension activities to be provided by the College. Through collaborative partnerships with other local government units, CTE rendered extension activities to Badjaos. The activities included literacy, livelihood, social, hygiene and with the end view of reaching out for the development of the Badjaos community. With regard to literacy programs, the college provided teaching

abakada and the 3Rs and one on one tutorial. On the other hand, livelihood activities included rag making, dressmaking, cross stitching and product marketing. Socialization related activities included sports and “palaro ng lahi games”, family planning seminar, deworming and nutrition, feeding program and tree planting. The college extensionists trained the badjao to be hygienic and maintain cleanliness. After several years of close monitoring, the college wanted to assess if the goal to uplift the social and economic conditions of Badjaos had been materialized.

It is at this premise that the study was conducted to assess the impact of the socio – economic services rendered by the College of Teacher Education to the Badjaos of Libjo, Batangas City. This also determined if the extension services provided are effective as revealed on their present economic and social conditions.

II. SUMMARY

The study aimed to assess the socio- economic impact of the extension services provided by the College of Teacher Education to the members of the Badjao community in Libjo, Batangas City, with the end view of proposing an action plan to address the weaknesses of the conducted extension activities.

Specifically, the study sought answers to the following questions:

- How do the Badjaos, Baranggay officials and constituents assess the skills developed by Badjaos relative to;
 - 1.1 livelihood;
 - 1.2 literacy;
 - 1.3 social interaction; and
 - 1.4 hygiene?
- What are the constraints and challenges met by the recipients?
- Base on the findings, what action plan maybe proposed to strengthen the weaknesses and sustain the extension services provided?

The study made use of the descriptive method of research employing unstructured interview and questionnaire. The questionnaire was validated by five experts in the field of research. The dry run of the questionnaire was conducted to determine the internal consistency and reliability of the items. A Cronbach alpha of 0.8 was computed. Respondents were 86 covering the Badjao families, barangay officials and constituents from Libjo Batangas City. The responses of the research participants were statistically treated. The statistical tool used was weighted mean.

III. FINDINGS

The following were the findings of the study:

1. Assessments on the skills developed by the Badjaos

1.1 Livelihood : The two groups of respondents were in one on their assessments of the skills developed by

the Badjao relative to livelihood. This was shown by the composite mean of 3.14 as assessed by the Badjaos themselves and 2.97, as to the barangay officials and constituents’ assessments. Highest assessment of the Badjaos was on the skills of selling the products with weighted mean of 4. This can be attributed to the fact that they have a little experience on selling products even before the training was conducted. As mentioned in the study of Alino (2001) the extension service has helped a lot to the community such as enhancing skills and promoting cleanliness, augmenting the income of the families and making them stay away from vices. The lowest assessment was on the investing on the products and building a small business which obtained a weighted mean of 2.0 These had been very difficult for them since they don’t have extra income and they don’t have the background of having a business.

The barangay officials and constituents gave their highest assessment on the skills of sewing rags and making pattern of dresses with a weighted mean of 3.27 and 3.18 respectively. This is a good indication that the barangay officials / constituents noticed that the badjao learned from the training.

Table I. Skills of Badjao in Terms of Livelihood

Livelihood (Pangkabuhayan)	Badjao		Barangay Officials/ Constituents	
	WM	VI	WM	VI
Sewing Rags (magtahi ng basahan)	3.73	SA	3.27	SA
Making patterns of dresses(magtabas ng damit)	3.06	A	3.18	A
Making rags from unused cloths (maggawa ng basahan mula sa mga tirang tela)	3.60	SA	3.36	SA
Different Designs (magburda ng iba ibang disenyo)	3.13	A	3.09	A
Sewing dress (manahi ng damit)	3.66	SA	3.27	SA
Selling my products (magbenta ng mga produkto)	4.00	SA	3.09	SA
Investing on products (mamuhunan para sa mga produkto)	2.00	SD	2.27	SD
Building a small business (bumuo ng isang maliit nanegosyo)	2.00	SD	2.27	SD
Composite Mean	3.14	A	2.97	A

1.2 Literacy : The respondents strongly agreed that the Badjaos become literate after being trained on the 3Rs.



The Badjao themselves revealed that they learned to write their names and addresses, as shown in the weighted mean of 4.0. The barangay officials and constituents have the same assessment as noted in the weighted mean of 3.90. The composite mean value of 3.49 of the Badjao and 3.38 of the Barangay officials and constituents assessments manifested that the extension services provided to the Badjaos spell a difference to the literacy of this ethnic group. This learning helped the badjaos to continue their formal education in neighboring public schools. This is a good manifestation that they benefit from the training on literacy.

Table II. Skills of Badjao in Terms of Literacy

Literacy (Kamulang Pang-Edukasyon)	Badjao		Barangay Officials/Constituent	
	WM	VI	WM	VI
Learned how to write the name (marunong sumulat ng pangalan)	4.00	SA	3.90	SA
Can write the age and address (naisusulat na ang aking edad at tirahan)	4.00	SA	4.00	SA
Can read street signs (nababasa na ang mga babala sa kalye)	3.80	SA	3.63	SA
Can read jeepney signage (nababasa na ang mga nakasulat sa dyip)	3.26	A	3.18	A
Can read product labels (nababasa na ang mga nakasulat sa produkto)	3.20	A	3.00	A
Can count the things in the environment (nabibilang na ang mga bagay sa kapiligiran)	3.73	SA	3.81	SA
Can count money (natututo magbilang ng pera)	3.13	A	2.81	A
Learned how to save money (natututo mag-ipon ng pera)	2.80	A	2.72	A
Composite Mean	3.49	A	3.38	A

1.3 Social Skills : The Badjao respondents disclosed that they were able to accept defeat with the highest mean of 3.06. Along this line, the other group of respondents agreed that the Badjaos learned to value the beliefs of other people with a weighted mean of 3.0. This is a good indication that the badjaos were able to see the importance of getting along with other people. It is good to note that both group of respondents observed the development of the social skills. This supports the findings of Guico (2007) which states that the respondents had perceived that their social status have improved in terms of social

esteem, health and nutrition, and environment. This means that trainings being provided in the locality have improved their social aspects. Ranked last with the weighted mean of 2.4 was that the social skills of cooperating with other people was least develop as revealed by the Badjao themselves. On the other hand, barangay officials stated that the Badjao failed to demonstrate the their craft as shown by the weighted mean of 2.72

Table III. Skills of Badjao in Terms of Social Skills

Social Skills	Badjao		Barangay Officials/Constituents	
	WM	VI	WM	VI
Gained self confidence (nagkaroon ng tiwala sa sarili)	3.00	A	2.81	A
Learned how to accept defeat (natutong tumanggap ng pagkatalo)	3.06	A	2.90	A
Learned how to socialize with other people (natutong makisalamuha/maki halubilo sa tao)	2.93	A	2.01	A
Able to show skills (nagkaroon ng pagkakataon na ilabas ang galing)	2.46	D	2.72	D
Learned how to follow rules (natutong sumunod ng alituntunin)	2.50	A	3.00	A
Able to show the people relation skills (naipakita ang pakikipag kapwa tao)	2.60	A	2.81	A
Learned how to cooperate (natuto makipag kaisa sa ikabubuti ng grupo)	2.73	A	2.90	A
Learned to value the beliefs of other people (natutong magpahalaga sa sa paniniwala ng ibang tao)	2.46	D	3.00	D
Learn how to cooperate with other people (natutong makipagtulungan sa ibang tao)	2.40	D	2.09	D
Composite Mean	2.68	A	2.87	A

1.4 Hygiene : The Badjao respondents revealed that they learned to take a bath everyday as shown on their

highest rating and weighted mean of 4.0. The assessment of the other group of respondents supported this as they agreed that Badjao learned to use soap and shampoo, wash their faces and comb their hair with the weighted mean of 2.90. Both groups of respondents strongly disagreed that Badjaos learned to use deodorant. This was revealed by the Badjao's assessment that gained the weighted mean of 2.46 and the barangay officials and constituents' assessment that obtained the weighted mean of 2.36. The composite means of 3.36 and 2.71 respectively manifested that the Badjaos were able to apply hygienic practices that they need to learned. It is good to note that the badjaos learned to observe cleanliness though it is not part of their culture to present themselves tidy. With these changes on their hygiene, they are able to socialize with other people in the community.

Table IV. Skills of Badjao in terms of Hygiene

Hygiene (Pansariling Kalinisan)	Badjao		Barangay Officials/ Constituents	
	WM	VI	WM	VI
<i>Nagkaroon ako ng kakayahana:</i>				
1. Learned to take a bath everyday (natutong maligo araw araw)	3.93	SA	2.81	SA
2. Learned how to use soap and shampoo (natutong gumamit ng sabon at shampoo sa paliligo)	3.86	SA	2.90	SA
3. Learned how to wash face (natutong maghilamos tuwing umaga)	3.46	SA	2.90	SA
4. Learned how to wash hands before eating (natutong maghugas ng kamay bago kumain)	3.86	SA	2.72	SA
5. Learned how to comb my hair (natutong magsuklay ng buhok)	3.93	SA	2.90	SA
6. Learned how to cut nails (natutong magputol ng kuko)	3.73	SA	2.81	SA
7. Learned how to change clothes everyday (natutong magpalit ng damit araw araw)	3.40	A	2.54	A
8. Learned how to brush teeth everyday (natutong magsepilyo ng ngipin tatlong beses sa isang araw)	3.26	A	2.63	A
9. Learn how to use deodorant (natutong gumamit ng deodorant)	2.46	SD	2.36	SD
10. Learned how to use towel (natutong gumamit ng tuwalya)	3.53	A	2.54	A
Composite Mean	3.86	SA	2.71	A

With regard to issues and challenges met by the Badjaos families, the respondents were one on their assessments that having no other source of income was the biggest challenge for the Badjaos. The findings also revealed that inadequate financial resources and failure to earn the full trust of other people also hinder them. This can be attributed to the reasons that they have limited skills which resulted to insufficient source of income. Results revealed that the lowest assessment was on the issue of having no cooperation among the group. This is a good indication that they learned to cooperate to one another. This is in consonance with Bautista's (2000) findings that common interests can unite members of the community and people who live close to one another usually have some interests in common.

Table V. Issues and Challenges Met by the Badjao

Items	F	Rank
<i>Inadequate financial resource</i>	84	2
<i>Lack of materials and supplies</i>	73	6
<i>Failed to earn the full support from other community</i>	80	3
<i>short patience of others to develop their skills</i>	70	7
<i>unavailability of basic commodities to maintain hygiene</i>	76	5
<i>prejudice of the people on negative reputation of Badjao</i>	77	4
<i>No other source of income</i>	86	1
<i>No cooperation among the groups</i>	65	8

IV. CONCLUSIONS

Based on the findings, the following conclusions were drawn.

1. The respondents agreed that the Badjaos learned the skills relative to livelihood, literacy, social and hygiene after the conduct of different extension services.
2. Having no other source of income was the biggest challenge met by the Badjaos.
3. The proposed action plan includes the activities to be done by the college. This focuses on other livelihood activities to be provided on the year 2016.

V. RECOMMENDATIONS

From the findings and conclusion of the study, the following recommendations are offered:

1. The proposed action plan may be implemented as part of the extension activities of the College.
2. The College of Teacher Education may look for possible linkages that may pave way for livelihood trainings where the Badjaos may utilize the skills learned.
3. After the conduct of the proposed extension activities, a follow up study may be conducted.

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AUTHOR’S PROFILE

Rowena R. Abrea (Ph.D.)

Batangas State University, Batangas City, Philippines.
email id: rowenarabrea@yahoo.com