

INITIAL ASSESSMENT OF ADOPT-A-SITIO PROGRAM: SITIO MAPITA, BRGY. LAOAG, AGUILAR, PANGASINAN

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Abstract - Partnership between Mapita Indigenous Cultural Community to other institutions like Moises J. De Guzman Masonic Lodge 161, JCI Pindang Mangaldan, and JCI Lingayen Liberation II was inked through the signing of the Memorandum of Agreement. This event paved way for seminars as well as donations of farm materials for Mapita farmers. This study about initial assessment of the extension Adopt-a-Sitio program aims to know the output of different activities related to the program. On the knowledge of participants on the lecture about partnership and memorandum of agreement, half of the participants have high knowledge based on the pre-test and post-test scores. On sustainability of partnership between Mapita ICC and other institutions, there is sustainability between Mapita ICC and JCI Lingayen Liberation II based on the assistance provided by JCI Lingayen Liberation II in 2020 and 2021. This study recommended for a follow up lecture on partnership and memorandum of agreement, the submission of copy of this study to the partners institutions and other stakeholders for possible planning session and provision of assistance or products, and regular communication of PSU and Mapita ICC with the partner institutions and other stakeholders in terms of the utilization of farm materials, utilization of knowledge, output of these farm materials, and needs of the farmers.

Keywords: sustainable partnership, output, indigenous peoples

INTRODUCTION

The adopt-a-Sitio Program: Sitio Mapita, Barangay Laoag, Aguilar, Pangasinan is an extension project funded and implemented in 2021. This project is participated by four academic programs in PSU Lingayen Campus, namely; Public Administration, Business Administration, Economics and General Education. It aimed to extend knowledge to Mapita Indigenous Cultural Community officers and members related to partnership. To know if these objectives are attained, this study was conducted.

Assessment or evaluation is about appraising carefully not only to determine the effectiveness of a program but also to clarify what is really being done and how it is done (Mauder,

1972). There are basic notions regarding extension evaluation in education institutions. One is that the process of education evaluation is essentially the process of determining the behaviour of the people being taught. Another is that since the educational objectives aimed at are to produce certain desirable changes on the behaviour patterns of the learner, the evaluation if the process of determining the degree to which the changes in behaviour are actually taking place. Extension, is therefore, concerned with changes that can be brought in these people (Fontelar et al, 1984).

According to Andres (1980), evaluation is a means of assessing the extent by which an extension service has been carried out and

program objectives have been attained. It seeks to obtain feedback or information on the effects of extension program and to assess the value of such in the light of that information. It involves the establishments of standard measurement of some sort, identification and analysis of shortfalls and deficiencies. While Martires (1988) mentioned that the purpose of evaluation is to find out the weaknesses or future of a training-workshops as an extension program, Benor and Bexter (1984) pointed out that evaluation assesses the overall effects of the extension service in order to determine the degree of training as well as its social targets.

For Miclat (2005), evaluation is conducted to seek if extension programs are implemented according to plans. If not, corrective measures are readily instituted to put back the program on track. Results, in terms of outputs after a year of implementation and outcomes after about four to five years of implementation, in terms of effects and impacts, are evaluated. Moreover, Benor and Harrison (1977) stated that a continuous evaluation is essential for the extension system to make sure it is functioning as intended and to see if modifications are needed to meet changed conditions.

METHODOLOGY

The initial assessment of extension: Adopt-a-sitio project: Sitio Mapita, Barangay Laoag, Aguilar, Pangasinan utilized the mixed method of research. The objectives of this study is to assess the knowledge of participants on the topics like partnership and memorandum of agreement and the sustainability of partnership between Mapita Indigenous Cultural Community (ICC) and its partner institutions. The null hypothesis is tested at 0.05 level of significance is stated: There is no significant difference between the test scores of the participants before and after the lecture.

A 20-item written test was used to assess the knowledge of participants on the topics like partnership and memorandum of agreement. This test was validated by educators and

administrators. Their comments on easy, average and difficulty test items were integrated in the final written test. A test-retest was administered to five individuals on two different dates for reliability testing. The test-retest got .81 value or excellent.

The pre-test was administered on May 22, 2021 to 16 officers and members of the Mapita Tribal Council before the lecture on How to form partnership and Development of Memorandum of Agreement. This lecture is part of the extension "Adopt-a-sitio program: Sitio Mapita, Brgy. Laoag, Aguilar, Pangasinan. After the lecture, the same test was administered to the respondents. For the interpretation of the score, mean was used. The coding is presented below:

Scale	Test Score	Interpretation
4	16-20	High knowledge
3	11-15	Average knowledge
2	6-10	Low knowledge
1	1-5	Very low knowledge

Paired samples t-test or dependent sample t-test was used to compare the pre-test and post-test score. For the sustainability of partnership between Mapita ICC and its partner institutions, secondary data were used such extension accomplishment report, memorandum of agreement, and communication letters to present the data in narrative form.

RESULTS AND DISCUSSION

The knowledge of the participants before the lecture on partnership and memorandum of agreement is presented in the table below.

Table 1. Knowledge of the participants before the lecture on partnership and memorandum of agreement

Test Score	Frequency	Percentage
6-10	2	12.5
11-15	6	37.5
16-20	8	50.0
Total	16	100.0

It can be gleaned from the table that 8 or 50% of the participants got 16-20 test score, 6 or 37.5% with 11-15 score, and 2 or 12.5% with 6-10 score. From the results, half of the respondents got high scores or have high knowledge about the topic on how to start partnership and development of memorandum of agreement.

The knowledge of the participants after the lecture on partnership and memorandum of agreement is presented in the table below.

Table 2. Knowledge of the participants after the lecture on partnership and memorandum of agreement

Test Score	Frequency	Percentage
11-15	8	50.0
16-20	8	50.0
Total	16	100.0

Table 2 shows that 8 or 50.0% of the participants score 16-20, and the rest with 11-15 test score. From this data, half of the participants got high score, verbally interpreted as high knowledge, and the other half garnered the average score bracket, verbally interpreted as average knowledge. When compared to Table 1, there are no participants with scores that fall below 10 points. This could be attributed to the topics discussed during the lecture which add to their knowledge while taking the post-test.

Table 3. Difference of pre-test and post-test scores of the participants

Compared Categories	Mean	SD	df	t	p
Pre-test	3.3750	.71880	15	-.696	.497
Post-test	3.5000				

Table 3 presents the pre-test mean of 3.3750 and post-test mean of 3.5000. The t-test is -.696 and *p*-value of .497 which is higher than the set level. This means that the test results are considered to be statistically non-significant.

Sustainability of partnership between Mapita ICC and its partner institutions

Mapita ICC consists of Kankanaey and Ibaloi people living in Sitio Mapita in Aguilar. Most of the adults are engaged in farming. In January 17, 2019, a group of faculty-researchers in Pangasinan State University-Lingayen Campus conducted a focus group discussion with five (5) Mapita Tribal Council members, the Chieftain, and four (4) elders as key informants. The study is “Kankanaey and Ibaloi communities and local government partnership for local level farming adaptation priorities for resiliency and food security.” Their responses were validated by the Municipal Agricultural Officer of Aguilar. It was found out that their problems are water supply, farm pests, farm equipment and end-of-contract with their institutional market (Arquillano, 2018).

As initial step of partnership, the Memorandum of Agreement was prepared and approved by PSU Board of Regents. On April 30, 2021, the partnership between Pangasinan State University, Mapita ICC, Moises J. De Guzman Masonic Lodge 161, JCI Pindang Mangaldan, and JCI Lingayen Liberation II was forged through the signing of the Memorandum of Agreement. The MOA signing was held in PSU Lingayen Campus and participated by the heads and/or representatives of different institutions - Dr. Dexter R. Buted, Pangasinan State University; Ms. Eunice Valdez, JCI Pindang Mangaldan; Engr. Isagani Victorio, Moises J. De Guzman Masonic Lodge 161; Mr. Gerry Oblanca, JCI Lingayen Liberation II; Ms. Sevenia Flores, National Commission on Indigenous Peoples; Mr. Pablo Bacyat, Mapita Tribal Council; and Ms. Betty O. Ballesteros, LGU Laoag, Aguilar.

From the conduct of the study in 2019 up to 2021, the following are the accomplishments of the extension implementers. These are based on the accomplishment reports submitted to the Campus Extension Coordinator – (1)November 29, 2019 – Freemasonry donated two rolls of SDR hos3, (2)August 24, 2020 – JCI Lingayen Liberation II donated one (1) electric power

sprayers and one roll of SDR hose, (3) April 30, 2021 – JCI Pindang Mangaldan donated four (4) knapsack sprayers, and (4) July 28, 2021 – JCI Lingayen Liberation II donated children books, one bookshelf, and knapsack sprayers.

For two consecutive years, JCI Lingayen Liberation II has provided farm materials like SDR hose and sprayer. There is sustainability of partnership between Mapita ICC and JCI Lingayen Liberation II. On the other hand, there is a need to have constant communication to other partner institutions to assist the Mapita farmers on the part of PSU and Mapita farmers (Cacapit et al, 2021).

CONCLUSIONS AND RECOMMENDATIONS

From the findings of the study, the following are the conclusions – (1) Based on the pre-test, half of the participants have high knowledge on the topic how to start partnership and development of memorandum of agreement. On the other hand, less than half of the participants have average knowledge on the topic, while few have low knowledge; (2) Based on the post-test, half of the participants have high knowledge on the topic how to start partnership and development of memorandum of agreement and the other half have average knowledge; (3) The null hypothesis, there is no significant difference between the test scores of the participants before and after the lecture, is accepted; and (4) With the assistance provided by JCI Lingayen Liberation II in 2020 and 2021, there is sustainability of partnership between Mapita ICC and JCI Lingayen Liberation II.

The recommendations are to (1) Conduct a follow up lecture for the participants regarding partnership and memorandum of agreement for increase of their knowledge on the said topic.; (2) Provide copy of this study to the partner institutions for possible planning session and provision of assistance or products; and (3) PSU and Mapita ICC should have regular communication with the partner institutions and other stakeholders in terms of the utilization of

farm materials, utilization of knowledge, output of these farm materials, and needs of the farmers

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