

## ASSESSMENT TO THE EARIST THRUST COURSE PROGRAM THAT OFFERS EXTENSION ACTIVITY SERVICES: A SOURCE OF PLANNING AND BUDGETING A VIABLE EXTENSION CAPABILITY PLAN

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### ABSTRACT

*The Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) is an educational institution that intended to provide and supply excellence in trades, business, arts, sciences and technology with the involvement of community development and people empowerment through enriching quality life that respond to the community needs. Meanwhile, it generate extension projects for effective technology transfer, continuing education, and training for self-reliance and community welfare. The Course Programs that entrusts by the EARIST are courses under Science and Technology like College of Engineering (CEN) and College of Industrial Technology (CIT). On the other hand, other course programs are still pursuing extension activities that upgrade excellence in extension capability building such as College of Arts and Sciences (CAS), College of Architecture and Fine Arts (CAFA), College of Business Administration (CBA), College of Education (CED), College of Hospitality Management (CHM), College of Public Administration and Criminology (CPAC). Indeed, the four hundred thirty-six (436) respondents from the different barangays in Manila City, Taguig City, Quezon City and Laguna assessed the extension Program Design, Resource Experts, Facilities and Advisory/Training Services as better with a mean value of 4.29, 4.40, 4.19 and 4.34 respectively. Through twenty-three evident extension activities that categorized as (1) Skills Development Program, (2) Entrepreneurship Training Program and (3) Community Education Program were evaluated as 3.82, 4.1 and 4.02 respectively. This result guarantee that there are collaborative effort in pursuing extensive extension programs based on the 23 extension activities executed last 2015 that are financially disseminated through college organizational fund ranging 73.91%, thru donor/benefactors obtaining 21.74% and the thrust thru EARIST fund obtaining 4.35%. The programs give hope to the clientele to become realistic and well developed through sustainable competencies of different skills development and other related criterion-based performance of extension activities. With this, since limited funds were projected as a support of the EARIST Administration to the implementation extension program, a Source of Planning and Budgeting of Viable Extension Capability Plan were conceptualized for an enhancement and sustainability of the institute.*

Keywords: Extension Capability Building, Extension Program Design, Viable Extension Capability Plan, Thrust Course Program, Self-reliance

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### Introduction

The school being a storage, generator and disseminator of knowledge, should make an impact on the community within its reach. Although its graduates will naturally be involved in the development of the community where they work and live, there are a lot more people who were not able to have formal university training, and need outside help to make them productive members of the community

It is in this light that the university has the College Extension Evaluation Committee (CEEC). This office acts as the university's arm in directly reaching out to the people in the community who need help – technical, financial, and moral - to improve their living conditions. This mandate is carried out by means of programs, like: training and non-formal education for Non-

government organization (NGO's), People's Organization (POs), and individuals. This is done through non-degree training programs, extending technical assistance, and extending financial assistance, if possible.

Through extension, the university shall contribute to the development of empowered citizenry capable of making rational decisions pertaining to the improvement of their livelihood, work productively and efficiently, and be a confident part of the mainstream society in their community.

On the other hand, a well-designed program can have differing levels of success depending on the quality and quantity of implementation. If only a portion of a program was delivered as designed, it is reasonable to anticipate that only a portion program's content is present but lacks high quality delivery as intended by program designers, implementation value and corresponding outcomes can, and often do, suffer (Mihalic, Fagan & Argamaso, 2008). Likewise, the characteristics of a program may also influence levels of program implementation. If a program is too complex, too lengthy, or inappropriate for the population being served, the likelihood of a program being delivered as designed maybe low (Pereplectchikova, Treat, & Kazdin, 2007). Furthermore, extension programs are designed inherently for the community they are serving by addressing "the problems, issues, concerns of local communities" (Garst & McCawley, 2015, p. 27). Thus, if a program is not tailored to a local group, the quality to which it is implemented may suffer (Arnold, 2015).

The program development models used by Extension professionals often rely on the approach and simplicity of use of the model. Tyler's (1949) approach is a classic model most often used directly or as the basis for all program development models. For example, Tyler's (1949) four programming questions can be directly cross-walked with the planning model presented by Seevers and Graham (2012) and the logic model (University of Wisconsin – Extension, 2003). Boone, Safrit, and Jones's (2002) model is the most comprehensive and complex of the models used by those wanting to address programming from a systems perspective. Boyle (1981), Caffarella and Ratcliff Daffron (2013), and Klein and Morse's (2009) models are attractive to Extension professionals who prefer a micro and simplified approach to program development (i.e., a checklist of specific actions), while Cervero and Wilson's (2006) model appeals to Extension professionals who value programming with social justice goals. The interests of Extension professionals and their programming context, including their organizational history, tend to determine which program model or models they use to guide their educational efforts.

Several authors (Garst, Hunnings, Jamison, Hairston, & Meadows, 2007; Maddy et al., 2002) have made the case for highly competent professionals being critical to the future of Extension. Based on recent research with Cooperative Extension directors, the Extension Committee on Organization and Policy (2007) suggested improving the quality and skills of Extension professionals as one strategy for transforming Cooperative Extension. Given the concerns about talented employees, it is recommended that Extension systems assess their human resource management practices using the competencies to inform efforts in hiring, professional development, and other key functions. At the same time, academic extension education programs should examine their curricular requirements and implement updates and revisions as needed.

Research Focus



Figure 1. Research Paradigm of the Study

This study gives emphasis to the EARIST Training Services Program that is thrust Funded and non-thrust funded that signify to skills development program, community education and entrepreneurship training program embodied to the different colleges of EARIST such as Engineering, Industrial technology, business administration, arts and sciences, education, hospitality management, public administration and criminology, and architecture and fine arts which is possible also thru donor, benefactors and alumni support.

Theoretical Framework

The present study adopted the theory on how to reform system and improve it permanently (Spanbauer, 2006). This shakes the very foundation of institution or system by restructuring the way of management on the quality approach which determines the long run success or failures of the institution. High quality services can provide the institutions with a competitive advantage since it increases productivity, profits and other related measures of success.

Most importantly, high quality approach not only generates satisfied customers but the continuity of patronizing with positive and favorable word-of-mouth advertising. This quality approach depends on excellence in the delivery of quality assurance services through quality management approaches like continuous monitoring, and reengineering which involves commitment to reviewing and reengineering all policy aspects in transforming the quality assurance services of the culture of a certain institutions.

In this view, the present study categorizes that the EARIST Extension Training Services Program needs a Quality Assurance Services that consider the transparency, reengineering, commitment, monitoring, restructuring, and managing of the increase productivity of the extension programs in more sustainable and viable category in attaining great extent of success as Educational Institution. The quality product pertaining to the services offered by the institution through collaborative efforts of students, professors and administrators intensified high degree performances of the clientele thru restructured management for quality transfer of learning, transfer of technology and transfer of equitable and competitive productivity of the community.

### Research Questions

This study aimed to assess the thrust course program that offers extension activity services for planning and budgeting a viable extension capability plan. In the light of the foregoing study, it sought to answer the following questions:

1. What is the Thrust of the EARIST Programs that are funded?
2. How EARIST Extension Training Services Plan and Budget Allocated?
3. What are the EARIST Extension Training Services Program offered to the clientele in terms of Skills Development Program; Entrepreneurship Training Program; and Community Education?
4. How do the respondents assess the EARIST Extension Services Program in terms of Extension Program Design; Resource Experts; Facilities; and Advisory or Training Services?
5. What is the most extent of financial dissemination criteria does the EARIST Extension Training Services Program were done?
6. How EARIST Extension Training Services Program give benefit to the clientele?
7. How the evident EARIST Extension Training Services Program sustainable and viable?
8. Using the result, What Source of Planning and Budgeting of Viable Extension Capability Plan may be proposed?

### Research Method

This study made use of the descriptive design to assess the thrust course program that offers extension activity services for planning and budgeting a viable extension capability plan.

This method focuses on the present condition that find new truth pertaining to the increase of quantity of knowledge, a new generation or new law, increase insights into factors which are operating, and a new accurate formation of the problem to be solved and many others pertaining to the EARIST Training Service Program.

A purposive sampling (Alteras, 2005) was used in this study. Purposive sampling is a non-random or non-probability sampling which plays a major role in the selection of particular item and/or in making decisions in cases of incomplete responses or observation that usually based on a certain criteria. The clientele are utilized to ensure a wide and in-depth assessment of the EARIST thrust course program that offers extension activity services.

On the other hand, the conceptualized questionnaires was used which validated by the experts in order to successfully comprehend the Extension Services Programs of EARIST which comprise into different parts such as Part I, the allocated Colleges that are thrust and funded; Part II, allocation of EARIST Plan and Budget; Part III, the EARIST Extension Training Services Program that offered to the community and society that categorize into Skills Development Program, Entrepreneurship Training Program and Community Educational Program; Part IV, assessments of the extension clientele regarding Extension Training Services Programs in terms Extension Program Design, Resource Experts, Facilities and Advisory or Training Services.

This study also rely quantitatively with respect to the use of statistic manner such as (1) weighted mean, this was used to get the average of frequency of the responses in each weighted item of the specific problem no. 4 with scale of 5 (4.50-5.00) Best, 4 (3.50-4.49) Better, 3 (2.50-3.49) Good, 2 (1.50-2.49) Fair and 1 (1.00-1.49) Poor.

Meanwhile, a qualitative research was used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research that pertains to answer the sub-problems number 1, 2, 3, 5, 6 and 7 in order to conceptualize a Comprehensive Source of Planning and Budgeting of Viable Extension Capability Plan of EARIST concerning with the EARIST thrust and non-thrust educational programs.

## Results And Discussion

The following are the findings of the specific problems raised in the study:

### 1. What is the Thrust of the EARIST Programs that are funded?

Since, EARIST is an institution of Science and Technology which consists of eight (8) colleges with different programs, the specific programs of the EARIST Thrust are College of Engineering and College of Industrial Technology that offered high extent of further studies in upgraded Science and Technology with extravagant source of transfer of technology with its clientele thru experts.

### 2. How EARIST Extension Training Services Plan and Budget Allocated?

In accordance with the Commission on Higher Education (CHED) Memorandum Order No. 20 series of 2011 under section 10 pertains to Budget Allocation for Extension Services state that the third major function of the State Universities and Colleges (SUC) is extension services, which primarily includes the dissemination of the research output for the use and benefit of the community or locality in which the SUC is located.

Furthermore, the budget allocation shall be used for instructional materials necessary for effective technology transfer of research outputs to the community, skills training in livelihood relative to the research output, honoraria of trainers undertaking the technology transfer of research outputs to the community, travel, training and seminar of extensions services personnel, trainers' industry immersion program, wages of contract of service personnel other services (job order). Expenses incurred in undertaking the secondary function of extension services which includes alternative learning system (outreach program), skills training and development in consortium with local government units involving human resource development and other similar activities may likewise be included in the budget for this function.

Based on the Proposed Program of Expenditures-General Fund of EARIST, there is appropriation of P 8, 480, 000.00 which inculcate an allotment of P 5, 280, 000.00 pertaining to personal services (RATA and Honoraria), MOOE expenses such as travelling, trainings, communication, supplies and materials awards and incentives, printing and publication, extension journal and manual, conduct of tracer study, membership, representation, extension and community outreach activities, equipment outlay and repair of extension program.

On the other hand, it also stipulated to the Proposed Program of Expenditures-General Fund of EARIST that Extension and Community /outreach Activities has an appropriation of P 3, 500, 000.00 which is allotted only a figure of P 1, 800,000.00.

But on the other hand, based on the submitted Accomplishment Reports of the eight (8) colleges last 2015, it is observed that there is limited financial plan and budget implemented in all levels of the institution especially to the EARIST Thrust programs such as Engineering and Industrial Technology. Moreover, most of the extension training services programs are shoulder by the students and professors in order to come up with feasible and more reliable extension activities. Indeed, some activities are sponsored by non-government organizations and other foundations.

### 3. What are the EARIST Extension Training Services Program offered to the clientele last 2015 in terms of Skills Development Program; Entrepreneurship Training Program; and Community Education?

**Table 1: EARIST Extension Training Services Program offered last 2015**

Name of Colleges offering Extension Services	EARIST EXTENSION TRAINING SERVICES PROGRAM 2015		
	Skills Development Programs	Entrepreneurship Training Program	Community Education
College of Engineering (CEN)	-----	-----	1.Values Formation 2. Institute Disaster Risk Reduction Training
College of Industrial Technology (CIT)	-----	-----	1.Disaster Preparedness 2. Institute Disaster Risk Reduction Training 3.Brgy.Pinagkaisahan Disaster Preparedness and Response Training
College of Arts and Sciences (CAS)	-----	-----	1.Institute Disaster Risk Reduction Training 2. Math-tuto at maging Math-tinik 3.Math-alas na Kabataan
College of Business Administration (CBA)	-----	1.Community Credit Cooperative	1. Institute Disaster Risk Reduction Training

College Architecture and Fine Arts (CAFA)	-----	-----	1. Institute Disaster Risk Reduction Training
College of Hospitality Management (CHM)	1.Food and Beverages Skills 2.Sandwich making	-----	1. Institute Disaster Risk Reduction Training
College of Education (CED)	1.Taho Making	1.Nutrition and Health Wellness 2.Veggie and Patty Burger	1.Tutorial on Mathematics 2.Team Building (Enhancing Skills in Alternative Mathematics) 3.Tutorial Pictograph 4.Familliarization of Different words and story teller 5. Box to Basic 6.Phonic Sounds 7.Jigsaw Reading 8.Pagbasa at Pagsulat 9.Pagguhit 10. Kagandahang Asal at Tamang Pagbigkas ng Salita 11.Pagkukwento ng ibat-inang akda 12. Institute Disaster Risk Reduction Training
College of Public Administration and Criminology (CPAC)	-----	-----	1.Institute Disaster Risk Reduction Training

The EARIST Extension Training Services Program for the year 2015 strikes a nonstop extension activities which is observed and categorized to twenty-three (23) Community Education Programs, three (3) Skills Development Programs and another three (3) Entrepreneurship Training Programs. This scenario implicated that all Extension Training Services Program manifests transfer of learning only. While in fact, it should be in the inheritance of the institution to engage Extension Training Programs which are sustainable and viable that are responsive to the society and community thru technology transfer, skills training in livelihood, travel, training and seminar of extensions services personnel, immersion program in industry and a like.

4. How do the respondents assess the EARIST Extension Services Program in terms of:

4.1 Extension Program Design;

Table 1<sub>2</sub> Assessment of the Respondents in the EARIST Extension Services Program in Terms of Extension Program Design

Criteria	EARIST EXTENSION SERVICES PROGRAM																				TOTAL					
	SDP				CEP												ETP									
	TM	FBS	SM	DP	TuM	TB	TP	FDWST	B2B	PS	JR	P&P	P	KATPS	PIA	VF	IDRRT	BPDPRRT	MMM	MK		NHW	VPB	CCC		
1	4.25	4.24	4.21	4.28	4.28	4.27	4.26	4.28	4.27	4.29	4.22	4.28	4.28	4.27	4.26	4.26	4.27	4.26	4.29	4.27	4.28	4.29	4.28	4.28	4.27	
2	4.28	4.26	4.25	4.27	4.25	4.25	4.28	4.25	4.27	4.27	4.27	4.26	4.29	4.25	4.23	4.24	4.28	4.25	4.25	4.27	4.28	4.26	4.25	4.26	4.25	4.26
3	4.27	3.88	4.27	4.25	4.27	4.24	4.26	4.28	4.24	4.28	4.25	4.27	4.26	4.26	4.24	4.24	4.27	4.22	4.29	4.26	4.26	4.28	4.28	4.28	4.28	4.24
4	4.26	4.27	4.28	4.27	4.27	4.28	4.27	4.26	4.28	4.25	4.26	4.25	4.27	4.28	4.25	4.26	4.28	4.27	4.26	4.27	4.25	4.28	4.28	4.28	4.28	4.27
5	4.25	4.28	4.28	4.26	4.26	4.28	4.26	4.26	4.28	4.25	4.29	4.28	4.26	4.27	4.29	4.28	4.27	4.22	4.29	4.27	4.28	4.27	4.27	4.27	4.27	4.27
<b>TOTAL</b>	<b>4.26</b>	<b>4.19</b>	<b>4.26</b>	<b>4.27</b>	<b>4.27</b>	<b>4.26</b>	<b>4.27</b>	<b>4.27</b>	<b>4.27</b>	<b>4.27</b>	<b>4.26</b>	<b>4.27</b>	<b>4.27</b>	<b>4.27</b>	<b>4.25</b>	<b>4.26</b>	<b>4.27</b>	<b>4.24</b>	<b>4.28</b>	<b>4.27</b>	<b>4.27</b>	<b>4.28</b>	<b>4.27</b>	<b>4.28</b>	<b>4.27</b>	<b>4.26</b>

Legend:

- SDP - Skills Development Program
- CEP - Community Education Program
- ETP - Entrepreneurship Training Program
- NHW - Nutrition and Health Wellness
- TM - Taho Making
- DP - Disaster Preparedness
- VPB - Veggie and Patty Burger
- TuM - Tutorial on Mathematics
- TB - Team Building (Enhancing Skills in Alternative Mathematics)
- TP - Tutorial Pictograph
- FDWST-Familiarization of Different Words and Story Telling
- B2B - Box to Basic
- PS - Phonic Sounds
- JR - Jigsaw Reading
- P&P - Pagbasa at Pagsulat
- P – Pagguhit
- KATPS - Kagandahang Asal at Tamang Pagbigkas ng Salita
- FBS - Food and Beverages Skills
- SM - Sandwich Making
- VF - Values Formation
- CCC - Community Credit Cooperative
- IDRRT - Institute Disaster Risk Reduction Training
- BPDPRRT - Brgy. Pinagkaisahan disaster Preparedness and Response Training
- MM - Math-tuto at maging Math-tinik
- MK - Math-alas na Kabataan

The EARIST Training Services Program containing Skills Development Program, Community Education Program and Entrepreneurship Training Program is evidently better extension program in terms of Extension Program Design garnering a weighted mean of 4.29.

The program development models used by Extension professionals often rely on the approach and simplicity of use of the model. Tyler’s (1949) approach is a classic model most often used directly or as the basis for all program development models. For example, Tyler’s (1949) four programming questions can be directly cross-walked with the planning model presented by SeEVERS and GRAHAM (2012) and the logic model (University of Wisconsin – Extension, 2003). Boone, SAFRIT, and JONES’s (2002) model is the most comprehensive and complex of the models used by those wanting to address programming from a systems perspective. Boyle (1981), Caffarella and Ratcliff Daffron (2013), and Klein and Morse’s (2009) models are attractive to Extension professionals who prefer a micro and simplified approach to program development (i.e., a checklist of specific actions), while Cervero and Wilson’s (2006) model appeals to Extension professionals who value programming with social justice goals. The interests of Extension professionals and their programming context, including their organizational history, tend to determine which program model or models they use to guide their educational efforts.

4.2 Resource Experts;

Table 4. Assessment of the Respondents in the EARIST Extension Services Program in terms of Resource Experts

		EARIST EXTENSION SERVICES PROGRAM																					TOTAL		
		SDP			CEP															ETP					
Criteria		TM	FBS	SM	DP	TuM	TB	TP	FDWST	B2B	PS	JR	P&P	P	KATPS	PIA	VF	IDRRT	BPDPRRT	MMM	MK	NHW	VPB	CCC	
1	There is a competent, qualified and professionally trained extensionist.	4.39	4.36	4.39	4.36	4.35	4.38	4.38	4.37	4.37	4.4	4.39	4.37	4.38	4.36	4.33	4.4	4.37	4.38	4.35	4.31	4.38	4.38	4.33	4.37
2	The resource experts present the extension program in clear manner.	4.38	4.37	4.32	4.37	4.36	4.35	4.36	4.33	4.35	4.37	4.31	4.35	4.36	4.36	4.35	4.35	4.33	4.23	4.38	4.33	4.35	4.35	4.32	4.34
3	The resource experts provide extensive and well-organized presentation and execution of extension program.	4.35	4.35	4.37	4.37	4.38	4.37	4.36	4.32	4.35	4.33	4.37	4.38	4.36	4.31	4.38	4.37	4.4	4.38	4.37	4.38	4.39	4.33	4.35	4.36
4	The resource experts used appropriate methodologies for learning skills capability.	4.4	4.38	4.33	4.38	4.34	4.32	4.37	4.4	4.35	4.37	4.36	4.34	4.38	4.4	4.38	4.39	4.32	4.39	4.35	4.38	4.38	4.38	4.38	4.37
5	The resource experts uses practical training aids that are effective, efficient and suitable in the skills development capability of the clientele.	4.38	4.35	4.38	4.4	4.38	4.37	4.36	4.37	4.38	4.39	4.39	4.33	4.37	4.39	4.37	4.38	4.38	4.37	4.4	4.36	4.4	4.33	4.39	4.37
<b>TOTAL</b>		<b>4.38</b>	<b>4.36</b>	<b>4.36</b>	<b>4.38</b>	<b>4.36</b>	<b>4.36</b>	<b>4.37</b>	<b>4.36</b>	<b>4.36</b>	<b>4.37</b>	<b>4.36</b>	<b>4.35</b>	<b>4.37</b>	<b>4.36</b>	<b>4.36</b>	<b>4.38</b>	<b>4.36</b>	<b>4.35</b>	<b>4.37</b>	<b>4.35</b>	<b>4.38</b>	<b>4.35</b>	<b>4.35</b>	<b>4.36</b>

Legend:

- |  |  |   |
|--|--|---|
| SDP - Skills Development Program                                 | TP - Tutorial Pictograph                                   | FBS - Food and Beverages Skills                     |
| CEP - Community Education Program                                | FDWST-Familiarization of Different Words and Story Telling | SM - Sandwich Making                                |
| ETP - Entrepreneurship Training Program                          | B2B - Box to Basic   | VF - Values Formation                               |
| NHW - Nutrition and Health Wellness                              | PS - Phonic Sounds   | CCC - Community Credit Cooperative                  |
| TM - Taho Making   | JR - Jigsaw Reading  | IDRRT - Institute Disaster Risk Reduction Training  |
| DP - Disaster Preparedness                                       | P&P - Pagbasa at Pagsulat                                  | BPDPRRT - Brgy. Pinagkaisahan disaster Preparedness |
| VPB - Veggie and Patty Burger                                    | P - Pagguhit   | and Response Training                               |
| TuM - Tutorial on Mathematics                                    | KATPS - Kagandahang Asal at Tamang Pagbigkas ng Salita     | MM - Math-tuto at maging Math-tinik                 |
| TB - Team Building (Enhancing Skills in Alternative Mathematics) |  | MK - Math-alas na Kabataan                          |

There are better execution of Extension Training Services Program through the used facilities as to Skills Development, Community Education and Entrepreneurship Training obtaining a mean value of 4.19.

Several authors (Garst, Hunnings, Jamison, Hairston, & Meadows, 2007; Maddy et al., 2002) have made the case for highly competent professionals being critical to the future of Extension. Based on recent research with Cooperative Extension directors, the Extension Committee on Organization and Policy (2007) suggested improving the quality and skills of Extension professionals as one strategy for transforming Cooperative Extension. Given the concerns about talented employees, it is recommended that Extension systems assess their human resource management practices using the competencies to inform efforts in hiring, professional development, and other key functions. At the same time, academic extension education programs should examine their curricular requirements and implement updates and revisions as needed.

4.3 Facilities; and



Table 5: Assessment of the Respondents in the EARIST Extension Services Program in terms of Facilities

		EARIST EXTENSION SERVICES PROGRAM																				TOTAL			
		SDP			CEP														ETP						
Criteria		TM	FBS	SM	DP	TuM	TB	TP	FDWST	B2B	PS	JR	P&P	P	KATPS	PIA	VF	IDRRT	BPDPR	MMM	MK	NHW	VPB	CCC	
1	There is convenient and accessible facilities used in execution of the Extension programs including space and set-up.	4.15	4.12	4.17	4.16	4.12	4.19	4.15	4.13	4.15	4.15	4.18	4.18	4.15	4.17	4.12	4.18	4.15	4.18	4.17	4.2	4.15	4.15	4.13	4.15
2	There is a conducive skills training venue while implementation skills-learning capability.	4.11	4.15	4.15	4.13	4.12	4.11	4.16	4.11	4.15	4.13	4.18	4.12	4.16	4.17	4.18	4.19	4.11	4.12	4.16	4.1	4.19	4.16	4.18	4.15
3	There is an appropriate material and supplies needed in the skill-learning capability.	4.12	4.18	4.17	4.12	4.16	4.15	4.11	4.12	4.17	4.14	4.11	4.17	4.15	4.12	4.12	4.16	4.19	4.11	4.2	4.14	4.16	4.15	4.15	4.15
<b>TOTAL</b>		<b>4.13</b>	<b>4.15</b>	<b>4.16</b>	<b>4.14</b>	<b>4.13</b>	<b>4.15</b>	<b>4.14</b>	<b>4.12</b>	<b>4.16</b>	<b>4.14</b>	<b>4.16</b>	<b>4.16</b>	<b>4.15</b>	<b>4.15</b>	<b>4.14</b>	<b>4.18</b>	<b>4.14</b>	<b>4.16</b>	<b>4.15</b>	<b>4.16</b>	<b>4.16</b>	<b>4.16</b>	<b>4.15</b>	<b>4.15</b>

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- and Response Training
- MM - Math-tuto at maging Math-tirnik
- MK - Math-alas na Kabataan

There is a better performance with respect to the EARIST Training Services Program through Skills Development, Community Education and Entrepreneurship training obtaining 4.19 as its weighted mean.

#### 4.4 Advisory or Training Services?

The table 5 denoted that there is 4.34 computed mean value with regards to the EARIST Training Services Program, which categorized into Skills Development, Community Education and Entrepreneurship Training.

The availability of technical assistance influences program implementation and critical components of successful program implementation (Durlak & DuPre, 2008). Technical assistance includes training of programs facilitators and program administrators, program evaluation and feedback, program monitoring, coaching, involvement of facilitators in program design, and the additional resources available to program stakeholders (e.g. brochures, manuals, online communities) (Wandersman et.al., 2008). Mihalic et.al. (2008) found that quality technical assistance prevented or identified potential programmatic issues that they have compromised implementation. Furthermore, when technical assistance is provided and used effectively, program quality increases (Wandersman et.al., 2008).

#### 5. What is the most extent of financial dissemination criteria does the EARIST Extension Training Services Program were done?

Thru the accomplishment reports of the different colleges in extension program services, it generated that most of the extension activities were gathered and executed through contributions and donations of the professors and students. On the other hand, there is limited funding insist by the administration thru the effort of the office of extension services. There are some activities that are sustain with the help of benefactors and alumni support.

#### 6. How EARIST Extension Training Services Program give benefit to the clientele?

Thru the collaboration of the extended help between the students, professors and the administration together with the Extension Service Director, Dr. Eriberto R. Astorga Jr., the Extension Services extends help to the clientele with (1) free extension training service consultation, (2) initiatives in operating skills development programs, entrepreneur training programs and community education programs, (3) financing extension activities and alike in order to transfer the different learning's from different colleges pertaining to Engineering, Industrial Technology, Arts and Sciences, Business Administration, Architecture and Fine Arts, Education, Hospitality Management and Public Administration and Criminology.

On the other hand, the EARIST has a big contribution in the inheritance of the growing and developing community even it is in the minimal stage of Extension Development. Apparently, the set activities and projects of the institution is either in the

scope of the EARIST thrust or not will continuously quantify and qualify the continuous development of the society thru expert's offerings and greater transfer of learning capability in more viable and sustainable category.

7. How the evident EARIST Extension Training Services Program sustainable and viable?

Since, the Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST) is in the continuous goal of achieving quality services thru extension, it is observed that all levels of the different colleges are looking forward to enact skills development programs, entrepreneur training programs and community education. But, on the other hand, it is observed that there are minimal impairment of the transfer of learning which is sustainable to the society and community. As such, the viability of the different training programs and projects are not observed due to the lacking of budget and no greater extent of understanding of the implementation of the Extension Services pursuant to the CHED Memorandum Order No. 20 series of 2011 under section 10.

In this view, the researchers will enable to conceptualize the EARIST Extension Training Services Program, which are Sustainable and Viable through responsible allocation of the Source of Planning and Budgeting.

8. Using the result, What Source of Planning and Budgeting of Viable Extension Capability Plan may be proposed?

**Table 6: The Sustainable and Viable Plan and Budget of EARIST Extension Capability Plan**

Name of Colleges offering Extension Services	EARIST EXTENSION TRAINING SERVICES PROGRAM				
	Skills Development Programs	Entrepreneurship Training Program	Community Education	Allotted Budget	Remarks (Sustainable/Viable)
College of Engineering (CEN)	1. Water Testing for Chemical Engineering  2. Design of Civil Engineer in Water Collection Task	3. Cooperative Education about:  a. chemical/solution/detergents b. computer repair  c. engine formulation/design	4. Engineering Design under Electrical, Electronics and Communication  5. Mechanical Pumping  3. Solar Powering Pump	P 875, 000.00	Viable  Viable  Viable  Sustainable  Viable  Viable
College of Industrial Technology (CIT)		1. Automotive 2. Drafting 3. Electronics Technology 4. Food Technology 5. Garments Trade 6. Machine Shop Technology 7. Refrigeration and Air-conditioning Technology		P 875, 000.00	All are Viable
College of Arts and Sciences (CAS)			1. Computer literacy	P 291, 666.66	Sustainable

College of Business Administration (CBA)	1.Marketing 2.Management 3.General Secretarial 4.Junior Secretarial 5Specialized Secretarial (legal, technical medical)			P 291, 666.66	All are Sustainable
College Architecture and Fine Arts (CAFA)		1.Art Exhibit 2.Painting Exhibit		P 291, 666.66	Viable
College of Hospitality Management (CHM)	1.Events Management III 2.House keeping 3.House Services 4.Front Office Management	1. Bartending 2. Cookery II 3. Tour Guiding 4. Travel Services 5. Food and Beverage II & III		P 291, 666.66	All are sustainable  All Are viable
College of Education (CED)		1. Technology and Livelihood Education Form	1. Technology and Livelihood Education Form	P 291, 666.66	Sustainable  Viable
College of Public Administration and Criminology (CPAC)			1. Leadership Training 2. Legal Information to Public	P 291, 666.66	Sustainable

### Conclusions

From the findings of this study, the following conclusions were drawn:

1. The College of Engineering and College of Industrial Technology are the EARIST Thrust that is funded.
2. The EARIST Extension Training Services Plan and Budget Allocated thru CHED Memorandum No. 20 series of 2011 under section 10 which is created and formulated by the College President thru the Director of Extension Services together with the staffs that enable to approved by the Board of Trustee (BOT) that composed of MOOE and Capital outlay which is appropriated P8,480,000.00 but institutionally allotted to P5,280,000.00.
3. The EARIST Extension Training Services Program relying to Skills Development Program, Entrepreneurship Training Program and Community Education are Tutorial on Mathematics, team building (Enhancing Skills in Alternative Mathematics), tutorial pictograph, familiarization of different words and story teller, box to basic, phonic sounds, jigsaw reading, pagbasa at pagsulat, pagguhit, kagandahang Asal at Tamang Pagbigkas ng Salita, pagkukwento ng ibat-inang akda, institute disaster risk reduction training, Math-tuto at maging Math-tinik, Math-alas na Kabataan, Disaster Preparedness, Brgy. Pinagkaisahan Disaster Preparedness and Response Training, Community Credit Cooperative, Values Formation, Nutrition and Health Wellness, Veggie and Patty Burger, Food and Beverages Skills, Sandwich making and taho making.
4. The EARIST Extension Programs in terms of Program Design, Resource Experts, Facilities and Advisory/Training Services are evaluates as better by the group of respondents with a mean value of 4.29, 4.40, 4.19 and 4.34 respectively
5. The most extent of financial dissemination criteria does the EARIST Extension Training Services Program were done is thru contributions and donations of the students and professors.
6. The EARIST Extension Training Services Program give benefit to the clientele thru extending help with the essence of (1) free extension training service consultation, (2) initiatives in operating skills development programs, entrepreneur training programs and community education programs, (3) financing extension activities and alike in order to transfer the different

learnings from different colleges pertaining to Engineering, Industrial Technology, Arts and Sciences, Business Administration, Architecture and Fine Arts, Education, Hospitality Management and Public Administration and Criminology.

7. There is no evident EARIST Extension Training Services Program that are sustainable and viable.

### Recommendations

In the light of this study, the following are suggested for further enhancement and development of the study and other related researches:

1. The EARIST Administration together with the Director for Extension Services should give priority the planning and budgeting of the Extension Services thru course programs allocated by the EARIST Thrust.
2. Allocate systematic formulation of the EARIST Plan and Budget thru CHED Memorandum No. 20 series of 2011 under section 10 together with the College President and Director of Extension Services and the staffs with the approval of the Board of Trustee (BOT).
3. The formulation of the EARIST Extension Training Services Program should empower through Skills Development Program, Entrepreneurship Training Program and Community Education that are important to the institute in catering community engagement in developing partnership to the society in achieving educational success.
4. Endeavor to produce a quality Extension Training Services Program in line with the Skills development, community education and entrepreneurship training.
5. Use the allocated and approved fund of the institute appropriately disseminating worthwhile activity or programs for Extension Training Services
6. Allocate other sources of funding in formulating and executing the Extension Programs through donor, benefactors and alumni support.
7. Continue to extend the formulation of the EARIST Extension Training Services Program.
8. Empower EARIST Extension Training Services Program that are sustainable and viable.

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