

# Performance Indicators of the Project “Mulat Sulat”: Impact of the Three-Year Duration of the CAL Extension Program in Bulakan<sup>1</sup>

Analiza Acuña-Villacorte, Ph.D.<sup>1</sup> and Andy Piñon Dela Cruz<sup>2</sup>

<sup>1,2</sup> Bulacan State University Main Campus, College of Arts and Letters, City of Malolos,  
Bulacan

## Abstract

The project “Mulat Sulat” was created to increase awareness of Journalism writing. After three years of implementation, the program’s performance was evaluated to determine the indicators that will describe the project’s impact on the recipient community in terms of capability, effectiveness, and efficiency. The evaluation measured every single indicator expressed in different categories- level of effectiveness in terms of awareness, visit, consultation, field visits, implementation, supervision, research-extension linkages, and recipient training; level of efficiency in terms of viability, usability, efficiency, flow and organization, relevance, applicability, expertise, effectiveness, measurability, time-bounded, and overall impression; and the level of extension capability in terms of coverage, intensity, competence, subject-matter specialist, research-extension ratio, equity, mass contact, and computerization to describe the impact of the project. The results revealed the likelihood of developing an improved community-based extension program designed for Bambang Elementary School, Taliptip National High School, and DepEd District of Bulakan.

*Keywords: BulSU, Bulakan, Mulat Sulat, Indicators, Impact of Projects*

## 1 Introduction

The term “university extension” was pioneered by the two ancient universities- Oxford and Cambridge to serve the needs of education in the community and meet the condition of the rapidly growing industry in the urban areas. Due to its popularity, it developed quickly into a movement that later brought literary, social topics, and agricultural issues to the site (Jones and Garforth, 1994).[2] The transfer of knowledge to communities usually lacking experts to provide adult education later was implemented widely and brought opportunities for both the recipients and the universities.

In the same vein, project “Mulat Sulat”, the Extension Program of the College of Arts and Letters (CAL), aimed to increase awareness of the Bulakenos in the “Art of Writing” particularly Journalism writing. The orientation was for media like print, television, radio, and internet wherein its strengths focused on the facilitation of expert-mediated training featuring the basics of the core approaches in journalism in a combination of Cascade Learning Approach and Eclectic Approach to learning. The Cascade Learning approach combines ‘theory and skill’ in giving training [3], while eclectic approach combines multi-approaches [4] to facilitate education, that is not pedagogical, different from traditional classroom learning.

Initially, the program was introduced to Bambang Elementary School in Bulakan, Bulacan. Eventually, it catered Taliptip National High School, where students continue their Basic Education, and later included the Department of Education Bulakan District. Each school delegated 50 representatives that completed the 153 recipients from Grades 4-6 including their respective advisers. They are the recipients of the training in Journalism writing or the project Mulat Sulat which ran for three years. Introduced in 2016, the program was implemented until 2019. The three-year period of the project implementation was significant, which highlighted both the capacity of Bulakan and Bulacan State University College of Arts and Letters to sustain a culture in writing.

After three years of program implementation, it was evaluated. The purpose of the evaluation was to determine the performance indicators that will describe the impact of Mulat Sulat on the recipient community in terms of capability, effectiveness, and efficiency. Capability is the role and participation of the trainers. Effectiveness is the

Level of the project attainment, while efficiency is how the method achieves the goal.

The results revealed the project's significance to the community and the likelihood of developing an improved community-based extension program designed for Bambang Elementary School, Talipitip National High School, and DepEd District of Bulakan to serve the community better.

## 2 Method

This study used mixed-method research design that explored Denzin (1978) triangulation design approach that fused quantitative and qualitative data to validate responses without having to affect the other. Triangulation design approach is the use of more than one method to collect data on the same topic. Specifically, data triangulation was employed, which involved the use of multiple data sources in a single study and collated the combined perceptions of the three groups of responses- students, teachers, and administrators hence increased the validity and reliability of results (Denzin in Haley's, 2010)[5] Although the collective observations were not clustered as to participation to determine variations in the responses that may induced comparison, the responses on the other hand were collected using the Three-Point Likert Scale with corresponding assigned value that is constant.

Further, this study explored the most reliable tool in statistical testing. Descriptive statistics aimed to describe, understand, and summarize features of specific data sets as a representation of the sample population, including the measures of central tendency.[6] Also, the data description summarized the collective observations on the overall impact of the project *Mulat Sulat*. The summary is expressed in categorical reports of either low, moderate, or high impact of the implementation of the project, as observed by the project recipients, teacher recipients, and school supervisors. Moreover, the data are expressed using the *Pivot Table* [7], a statistics tool that summarizes and reorganizes selected columns and rows of data in a database table to obtain a desired report where data *pivot* to be viewed from different perspectives. The tool is helpful for substantial amounts of data to perform the sums of groups of responses to illustrate the actual evaluation of the program users. After that, the table arranges the information meaningfully that highlights the fundamental values. Importantly, this study did not explore the correlation of variables, and the significance testing was not applied.

The 153 recipients from Grades 4-6, including their respective advisers in Bambang Elementary School, Talipitip National High School, and DepEd Bulakan District, participated in the assessment and their school administrators. Three sets of questionnaires were distributed and answered by the respondents where Instrument I contained metrics that measured the project effectiveness, Instrument 2 measured project efficiency, and Instrument 3 estimated program capacity with eight variables, twelve variables, and nine variables expressed in three categories as low, medium, and high for the first two instruments, and actual measures of the number served for the third instrument for the entire target population.

The study adopted the monitoring indicators on Extension Monitoring and Extension Evaluation of the Food and Agricultural Organization of the United Nations Rome on Improving Agricultural Extension (Burton E., Swanson Robert P. Bentz, & Andrew J. Sofranko, 1997) [8] and the existing monitoring evaluation instrument of the Bulacan State University Extension Office to measure the single indicators expressed in different categories- *level of effectiveness* in terms of awareness, visit, consultation, field visits, implementation, supervision, research-extension linkages, and recipient training; *level of efficiency* in terms of viability, usability, efficiency, flow and organization, relevance, applicability, expertise, effectiveness, measurability, time-bounded, and overall impression; and the *level of extension capability* in terms of coverage, intensity, competence, subject-matter specialist, research-extension ratio, equity, mass contact, and computerization purposely to describe the impact of the project.

### 3 Result, Analysis, and Discussion

The illustration of the *Pivot Table* Results described the performance and impact of the project in the identified indicators.

Table 1  
Summary Table of Level of Project Effectiveness

Indicators	<i>f</i>	Description
Awareness	57	Low (Observed)
School Visit	86	Medium (Once)
Consultation	66	Medium (Once)
Needs Analysis	48	Medium (Two months before)
Implementation	53	Low (Once a year)
Supervision	52	Low (Once a year)
Research-Extension Linkage	51	Low (0-1 extension workshop)
Recipient of Training	96	Low (1-50 Elementary Students per

Table I presents the frequency distribution of the predictor variables in testing the level of project effectiveness. From the table above, it can be gleaned that there is a variation in the responses in predicting the project's efficacy as observed by the actual recipients of the study. The most substantial number of responses were shown on the chart, which described the commonality in responses among the recipients. The table above showed effective results recorded that on program *awareness*, the community is informed but not engaged; *school visit* is done once a year; *consultation* is done once before implementation; the observation of the school practices and behavior of the students of the needs analysis is done one month before implementation; *implementation of the project* is done once a year; supervision is done once a year; two-three *research-extension linkage in three years* is organized, and the number of the *recipients of the training* ranges from 1-50 students per school. Likewise, the data showed project efficiency: *awareness* has low impact; *school visit* has low impact; *field visits* have a common effect; *implementation* has medium impact; *supervision* has medium impact; *research-extension linkage* has low impact, and *recipient of training* has low impact.

B The following table presents program efficiency as low, medium, or high. In Table 2, the outright results of the project efficiency. The table below shows the frequency of the responses assessed by the student-recipient, the teacher-recipient, and the administrator-recipient of the project. Although there was no clustering of the responses as to their level of participation and engagement, the outright results observed by the program's direct recipients described the actual practices shared by the extensionists.

Table 2  
Summary Table of Level of Project Efficiency

Indicators	<i>f</i>	Description
Viability	249	High
Usability	297	High
Efficiency	240	High
Flow and Organization	255	High
Relevance	192	High
Applicability	276	High
Expertise	294	High
Effectiveness	303	High
Measurability	315	High
Interactivity	279	High
Time-bounded	267	High
Overall Impression	213	High

Table 2 recorded *program efficiency*, which measured high impact in all indicators- *viability*, *efficiency*, *flow and organization*, *relevance*, *applicability*, *expertise*, *effectiveness*, *measurability*, *interactivity*, *time-bounded*, and *overall impression*—the frequency of responses collated from the collaborative responses of the project recipients.

Table 3

Matrix of Extension Capability Performance Indicators of Actual Number Served and Actual Number Reached

Coverage	Journalism Writing for Graders 4-6	Actual Number to be Served	Actual Number Reached	Performance of "Mulat Sulat"
Intensity	Number of Elementary Schools in the Area Serving	13	13	100%
Competence	Number of Graduate Extension Workers out of the total number of extension workers	153	153	100%
Subject-Matter Specialist	Number of Subject-Matters Specialists per hundred Extension Workers	8	153	01:19
Research-Extension Ratio	Number of Journalism Practitioners per hundred extension workers	3	153	02:41
Monitoring	Number of Monitoring Unit Personnel per thousand Extension workers	3	153	1: 101
Gender Ratio	Number of Female Extension Personnel out of a total number of Extension	3	1	03:01
Equity	Number of Marginalized student-recipients out of a total number of recipients	153	153	100%
Mass Contact	Number of group meetings held per month per extension worker in a year	2	2	1 per year
Computerization	Number of personal computers in extension organizations per thousand extensions personnel	4	4	1:1

The table above shows the extension capability regarding performance indicators of the actual number served and the exact number reached. The exhibited scores in Table 3 record extension capability, where the variables displayed in the table proved to have met all the qualities in terms of *intensity*, *competence*, *subject-matter specialist*, *research-extension ratio*, *monitoring*, *gender ratio*, *equity*, and *computerization*, except *mass contact* which recorded low capability as compared to the actual number served and the exact number reached.

What can be substantiated is that from the preceding tables, project assessments need appropriate management models that include key elements in consideration of the effectiveness of outcomes (Kylindri, S., Blanas, G., Henriksen, L. & Stoyan, T., 2012).[9] adequacy of outputs to inputs, including technology, quality of planning, quality of operational management, and external factors (<http://www.taskmanagementguide.com>, 2022) [10] and criteria that measure impact, scalability, sustainability, community leadership, and community need- increases participation, supports linkages and partnerships, and adoption of best practices, support building capacity, develop leadership, initiate collaboration, and builds trust; and promote data science (<https://meta.wikimedia.org>, 2016) [11] includes a roadmap to ensure growth and sustainability (<https://meta.wikimedia.org>, 2019)[12] to accelerate project outcomes and results.

## 4 Conclusion

The intentions of *Project Mulat Sulat* were successfully implemented and achieved but the evaluation of the program gave an impression of a recorded low and high impact on the program effectiveness and efficiency respectively. The said program, however, may have recorded a high impact on the indicators that measured program effectiveness but its limited *mass contact*, consultation, and conduct of the needs analysis which is referred to as the community involvement had limited the program opportunities. Seemingly, the use of expert-mediated training and Cascade learning approach as well as the eclectic approach, and contrary to what should have transpired having the equal sharing of responsibilities of both male and female in the conduct of the training and in the supervision as revealed in the gender ratio, the expected increase in the indicators that recorded low impact may have shown

significant impact to the target community to a great extent if preparations were carefully laid out and the periodic contact with the community was done. It is also important to note that despite the low impact on program effectiveness the program efficiency however recorded significantly high impact except for one indicator, *mass contact* wise, likewise, the empirical results showed a significant description which proved that the knowledge-transfer research-based program requires participation and involvement of the target community in the design of the program to enhance effectiveness and sustainability; thus, a community-based program [13] is highly recommended.

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## 6 Conflict of Interest

The author declares no conflict of interest.

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