

Evaluation of Extended Teacher Empowerment and Early Childhood Webinar (eFES -TEACH) Extension Program in Participating Elementary Schools

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Abstract

This study aims to evaluate the eFES-TEACH webinar (Extended Teacher Empowerment and Early Childhood), a community extension program of the Faculty of Education Sciences of the Philippine Normal University, Manila in partnership with the Schools Division Office, Marikina City conducted in March 2021. Specifically, it sought to profile the extension beneficiaries composed of K-3 teachers of Districts 1 and 2 in Marikina City in terms of age, educational background, area of specialization, type of school where they teach, years of teaching experience, and subjects they are currently teaching. Likewise, using a 4-point Likert scale, it looked into the following criteria in evaluating the effectiveness of the program as perceived by the respondents in terms of its entirety, purpose, significance, speaker/s, and equipment/arrangements. Descriptive analysis was utilized using frequencies, percentages, and weighted means. The results showed an excellent evaluation of the program, with the achievement of its purpose as the highest among the criteria. However, the ratings revealed that challenges were encountered as to the program equipment/arrangement. Recommendations and implications of the findings to future community extension programs were provided.

Keywords: eFES-TEACH (Extended Teacher Empowerment and Early Childhood), evaluation, extension program, webinar

Introduction

Goal 4 (Quality Education) of the Sustainable Development Agenda outlines a plan to "provide inclusive and equitable quality education, promote lifelong learning opportunities for all, and expand investment in extension services" (Desa, 2016, p. 18).



Extension's primary goal is to provide individuals with access to high-quality, locally-relevant, and research-based educational programs (Cummings et al., 2015). Extension program activities are seen as privileged settings for effective learning processes, which goes well beyond what is required by law and offers students an opportunity to learn about real-world issues in a comfortable setting (Gomes et al., 2013). Universities, however, must improve their capability to deliver, accept, and embed community engagement in the "core teaching and research activities" to be engaged, as recommended by Mojares (2015).

The Philippine Normal University—Manila defines university extension as the university's "arm in fulfilling its social responsibility by putting knowledge to work for various adopted communities in their pursuit of improving situations and lives" (Community Partnership and Extension Office [CPEO], 2016, p.11). The University's major extension programs include Adopt-a-Community through Literacy Initiatives for Empowerment (ACTLIFE), Adopt-a-School for Quality Education (ASQUE), Leadership Capability Building, and Disaster Emergency and Relief (DEAR), which all university units, centers, and faculties should be part of.

The current global pandemic caused by COVID-19 has led to a major shakeup of how academic and extension services are hosted. The traditional platform of in-person events is not currently an option, yet the Faculty of Education Sciences' appetite for continuous service and support to partner-schools remains. Webinar or online training can be more challenging in terms of actual interactions and workshops when face-to-face interactions are limited or impossible. The Faculty of Education Science (FES) believes that continuous service to people can also provide self-esteem and self-worth, which is beneficial for both the trainers and the participants, especially during this time of uncertainty.

The eFES-TEACH Webinar (Extended FES - Teacher Empowerment And early Childhood) is a virtual in-service training program for the K-3 teachers and extended to other grade level teachers of the Division of Marikina City that aims to enhance the teachers in crafting learning tools of different modalities. The eFES-TEACH webinar was conducted in March 2021. It is aligned with one of the university's major programs, ASQUE. This extension program provided K-3 teachers, other elementary school teachers, and head teachers with in-service training through a webinar. In particular, the webinar aimed to help teachers make better learning tools in different ways and give them creative and innovative ways to teach in the new normal of blended learning.

As part of the continuous quality improvement of community extension programs, it is deemed necessary to look into the effectiveness of the program as a springboard for improving current practices and ensuring high-quality programs in the future. Contextualizing this premise to the eFES-TEACH program, this study sought to assess the specific program activity implemented entitled "Learning Action Cell for K to 3 Teachers featuring Digital App for Teaching." Specifically, it aimed to answer the following questions:



1. What is the profile of the respondents?
2. What is the extent of effectiveness of the program as perceived by the respondents in terms of the program's:
 - a. Entirety
 - b. Purpose
 - c. Significance
 - d. Speaker/s
 - e. Equipment/Arrangements
3. What are the implications and outcomes of the program?

It was hoped that the data gathered from teacher-participants could provide substantial information to improve future extension community programs in the Schools Division Office (SDO) Marikina. Therefore, this encouraged the researchers to investigate whether the webinar or online extension activity done virtually was successful and effective.

Methodology

This study adopted a descriptive research design. It focused on the administered profiling and needs assessment survey questionnaire conducted prior to the virtual extension or webinar. After the webinar, the ISO-approved Program Evaluation survey questionnaire, which was provided by the CPEO of PNU Manila, was administered to assess the effectiveness of the extension activity. The objective of descriptive research, according to Siedlecki (2020), is to describe individuals, events, or conditions by examining them in their natural state. Instead of manipulating any of the variables, the researcher only describes the sample and/or variables.

Participants of the Study

The extension program, "Learning Action Cell for K to 3 Teachers, featuring Digital Applications," was attended by 132 K-3 teachers from Marikina City District 1 elementary schools: Barangka Elementary School, Marikina Elementary School, Leodegario Victorino Elementary School, Industrial Valley Elementary School, Malanday Elementary School, Sto. Niño Elementary School, San Roque Elementary School, and Kalumpang Elementary School.

Data Gathering Procedure

Numeric data were obtained by utilizing an online survey platform. The first online survey conducted was for profiling and needs assessment. The questions were composed of open-ended and multiple-choice questions. Upon identifying the needs of the participants, a final survey was conducted right after the webinar activity to determine the state of the extension program. The above methods were done remotely because researchers and



participants could not meet in person due to the restrictions of the Covid-19 pandemic. Below are the brief descriptions of the criteria used for the program evaluation survey:

A. The Entirety of the Program

The evaluation for the entirety of the program is divided into four parts: (1) order of the activities of the overall program; (2) method in which the program is being conducted; (3) the clarity, completeness, and connectedness of the activities of the entire program; and (4) quality of the accomplished program.

B. The purpose of the program

The evaluation for the purpose of the program is divided into three criteria: if (1) the purpose of the program is achieved; (2) the addition to the participant's knowledge due to the conducted program; and (3) clarity of purpose and measure of success.

C. The Significance of the Program

The evaluation of the significance of the program is divided into four criteria: (1) consistency with the priorities and goals of the community; (2) contribution to the fulfillment of community principles and duties; (3) response to the needs of each participant; and (4) if the new knowledge could be practiced and applied in daily activities.

D. The program's speaker (s)

The evaluation for the speaker of the program is divided into five criteria: (1) simplicity, accurateness, and directness of speech; (2) neatness and clarity of presentation of ideas; (3) interactiveness of idea sharing method; if the speaker/s (4) used an appropriate strategy for effective sharing of the topic; and if the speaker/s (5) started and finished on time.

E. The program's equipment or arrangement

The evaluation for the equipment/arrangement of the program is divided into four criteria: (1) venue where the program is conducted; (2) equipment used in the program; (3) time of the conduct of the program; and (4) day of the conduct of the program.

Data analysis

Descriptive statistics was used to analyze the results from the two survey instruments, namely, the profiling and needs assessment surveys and the program evaluation survey questionnaires. The weighted means, percentages, and frequencies were used to describe the profile of the teacher-participants of the extension program. The online program evaluation survey aimed to determine the respondents' evaluation of the program



in terms of (1) entirety of the program; (2) purpose of the program; (3) significance of the program; (4) speaker/s of the program; and (5) the program's equipment/arrangement. Each section has its own parts that are then evaluated using a 4-point Likert scale. Their mean ratings were interpreted using the following:

Table 1. Mean rating range and interpretation of mean results of the online program evaluation survey

Mean Range	Interpretation
3.27 - 4.00	Excellent
2.51 - 3.26	Good
1.75 - 2.50	Fair
1.00 - 1.74	Poor

Ethical Considerations

Moreover, ethical considerations were considered in undertaking this study to prevent any possible misconduct. At the start, the respondents' voluntary participation was stressed. They were assured of their right to privacy and security and to secure all information about their identities. They were informed about their right to choose whether to disclose their identity or not. Either way, the welfare of the participants remained protected as stated in the consent form.

Results and Discussion

The following are the results gathered from the online profiling survey with 132 respondents and the online program evaluation survey with 105 respondents. The online profiling survey aimed to determine the respondent's profile in terms of age, educational background, work experience, and interactive tools that the teacher-respondents know that supports teaching-learning processes.

Respondents' Profile

Most of the respondents (62%) are 31-50 years old, some of them (27%) are below 30 years old and a few of them (11%) are over 50 years old. Among 132 teacher-respondents, 82% of them currently hold a bachelor's degree while 17% of them currently hold a master's degree, 1% holds a doctorate degree, and none of them has post-doctorate degree.

The following are their areas of specializations: English (14%), Mathematics (11%), Filipino (6%), Social Science and Home Economics (4%), Music, Arts, Physical Education, and Health (MAPEH) (3%), Science (2%), and Values Education (1%). Moreover, among the teacher-respondents, 72 of them have the following other specializations: Early Childhood Education (21%), General Education (7%), Special Education (5%), Business Technology (2%), and Mother Tongue (1%).

As to their current teaching loads, 58% of them teach MAPEH, 58% of them teach Mathematics, 57% of them teach English and Filipino, 52% of them teach Values Education, 31% of them teach Social Sciences, 14% of them teach Sciences, and 1% are teaching Home Economics. Moreover, 24% of them are involved in Mother Tongue-Based Multilingual Education (MTB-MLE) at the moment, and 13% of them have confirmed that they teach all Kindergarten Most Essential Learning Competency (MELC) topics. There were 3% of teachers who stated they teach general subjects, 6% who said they teach every topic, and one who said she teaches everything but Information and Communication Technology in Education (ICTE). No educators from among all the teacher-respondents reported using ICTE in their classrooms at the moment.

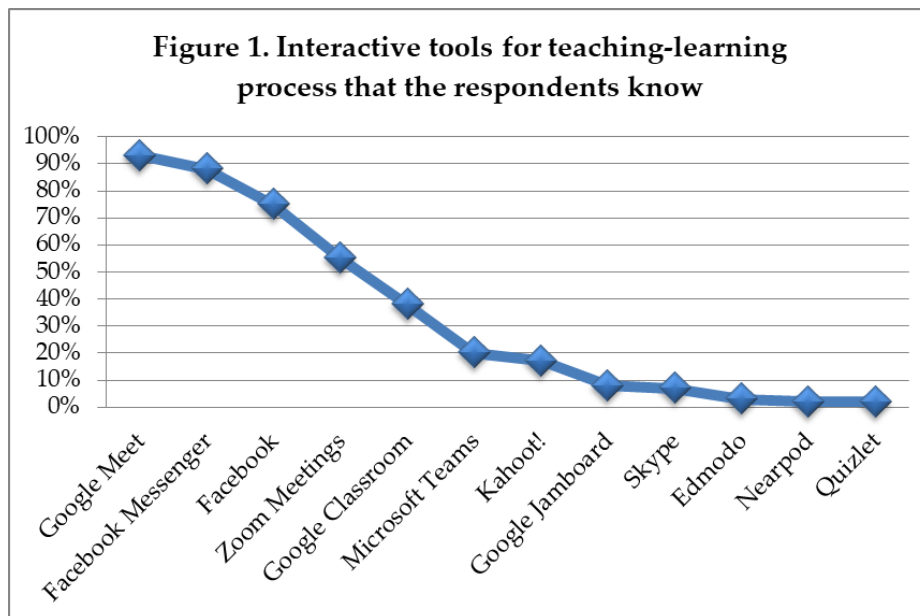


Figure 1. Interactive tools for teaching-learning process that the respondents know

The 132 teacher-respondents were asked which among the interactive tools that they are aware of and which support the teaching-learning process. As shown in Figure 1, their top five known interactive tools are Google Meet (93%), Facebook Messenger (88%), Facebook (75%), Zoom Meetings (55%), and Google Classroom (38%). Among them are

those who are knowledgeable of the Microsoft Teams (20%), Kahoot (17%), Google Jamboard (8%), and Skype (7%). A few of them are familiar with Quizziz (as well as Mentimeter), Quizlet, Nearpod, and Edmodo. Moreover, a few of them know other interactive tools such as Padlet, Google Forms, Prezi, Kinemaster, and YouTube; while none of them knows TED-Ed and Socrative.

Teachers need to acquire a greater level of proficiency in the implementation of a wide range of applications in the classroom. The current state of the education system in our nation requires a greater push and a hopeful outlook that we will be able to effect positive change. De Vera et al. (2021) stated that the way teachers run their classrooms will show how good they are. What is taught and how it is taught have both been impacted by technological advancements over this time period, and new resources have emerged to aid in the field of computer graphics education. The use of the right technologies and tools can help students understand computer graphics content (Suselo et al., 2019).

Online Program Evaluation Survey

The Commission on Higher Education (CHED) has mandated the universities and colleges in the Philippines to offer their educational and civic services to the community. There is a growing concern regarding the role of universities in their respective communities (Drahota et al., 2016), how this connects to their targeted goals, and how these outcomes should be assessed (Wanjiru & Xiaoguang, 2021). Concerns about what universities are supposed to do and how well they do it has led to a fuller understanding of community participation and community-based evaluation.

Entirety of the Program

On the first criterion, Table 2 shows that the order of the activities of the overall program was perceived by 95% of the respondents as excellent, while 5% of them perceived it as good or they are satisfied. The average score for how the activities in the whole program are put together is 3.95, which means "excellent." On the second criterion, the method in which the program is being conducted, the majority of them (93%) perceived it as excellent, while a few of them (7%) perceived it as good or they are satisfied. The average rating for how the program is being carried out is 3.93, which corresponds to excellent. On the third criterion, if the activities of the entire program are clear, complete, and connected to each other, 94% of them perceived it as excellent, while only 6% of them perceived it as good. The average score for the whole program, which is clear, complete, and linked, has a computed mean of 3.94, which means it is excellent. Lastly, on the fourth criterion, the quality of the accomplished program, 92% of the respondents perceived it as excellent, while only 8% of them perceived it as good. The average score for how well the program was done is 3.92, which means it was excellent. The average rating for the whole program is 3.94, which can be taken to mean "excellent."



Table 2. Respondents' evaluation of the Entirety of the Program (N=105)

Criteria under Entirety of the Program	Frequency (Percentage)				Mean	Interpretation
	4	3	2	1		
Order of the activities of the overall program	100 (95%)	5 (5%)	-	-	3.95	Excellent
Method in which the program is being conducted	98 (93%)	7 (7%)	-	-	3.93	Excellent
Clarity, completeness, and connectedness of the activities of the entire program	99 (0)	6 (6%)	-	-	3.94	Excellent
Quality of the accomplished program	97 (92%)	8 (8%)	-	-	3.92	Excellent
Overall Mean					3.94	Excellent

Note: -- means zero values; Excellent (E, 3.27-4.00); Good (G, 2.51-3.26); Fair (F, 1.75-2.50); and Poor (P, 1.00-1.74)

Community involvement has been defined as "a collection of efforts aimed to improve institutions' commitment to communities through participatory research, teaching, and service activities" in order to meet the university's third goal, which is to serve society as a whole (Boffo & Moscati, 2015). The third purpose is to create public value and societal consequences through knowledge sharing and transfer (Bozeman et al., 2015; Cesaroni & Piccaluga, 2016; Fini et al., 2018). With expansion, there are relevance and public value considerations. The ultimate objective is to retain societal importance and value. Workman and Scheer (2012) argue that demonstrating "real influence" is the most persuasive method for establishing relevance and social value (final results and long-term effects).

Purpose of the Program

On the first criterion, if the purpose of the program is achieved, 94% of the respondents perceived it as excellent, while 6% of the respondents perceived it as good. On the second criterion, if there was an addition to my knowledge due to the conducted program, 94% of them perceived it as excellent, while 6% of them perceived it as good/agrees with/is satisfied. The average rating, if there was an addition to my knowledge

due to the conducted program, is 3.94, which is interpreted as excellent. Lastly, on the third criterion, the clarity of purpose and measure of success, 95% of them perceived it as excellent, while 5% of them perceived it as good or agree with/are satisfied. The average score for clarity of purpose and measure of success is 3.95, which is seen as excellent. The average rating for the program as a whole is 3.95, which means "excellent," "strongly agrees with," or "very satisfied."

Table 3. Respondents' evaluation of the Purpose of the Program (N=105)

Criteria under Purpose of the Program	Frequency (Percentage)				Mean	Interpretation
	4	3	2	1		
The purpose of the program is achieved	99 (94%)	6 (6%)	-	-	3.94	Excellent
There was an addition to my knowledge due to the conducted program	99 (94%)	6 (6%)	-	-	3.94	Excellent
Clarity of purpose and measure of success	100 (95%)	5 (5%)	-	-	3.95	Excellent
Overall Mean					3.95	Excellent

Note: -- means zero values; Excellent (E, 3.27-4.00); Good (G, 2.51-3.26); Fair (F, 1.75-2.50); and Poor (P, 1.00-1.74)

Community development is aided by service-learning opportunities, which foster more responsible leadership, facilitate the development of new ideas and methods, and deepen existing bonds within the community (Stark, 2017). According to Butin (2013), we have reached a critical juncture in which past models and conventions no longer apply at such a straightforward or comprehensive manner due to people's increasing internet dependence. When educators learn how to share their work with the public and incorporate the public into their projects, they can reap tremendous benefits. Butin argued that online education may alter the manner in which universities and communities work and inspire new types of innovation.

Significance of the Program

On the first criterion, the consistency of the program with the priorities and goals of the community, 92% of the respondents perceived it as excellent, while 8% of them

perceived it as good. The average rating for the consistency of the program with the priorities and goals of the community is 3.92, which is interpreted as excellent. On the second criterion, the contribution of the program to the fulfillment of community principles and duties, 90% of them perceived it as excellent, while 10% of them perceived it as good. The average rating for the contribution of the program to the fulfillment of community principles and duties is 3.90, which is interpreted as excellent. On the third criterion, the response of the program to the needs of each participant, 92% of them perceived it as excellent, while 8% of them perceived it as good. The average rating for the response of the program to the needs of each participant is 3.92, which is interpreted as excellent. Lastly, on the fourth criterion, if the new knowledge could be practiced and applied in daily activities, 92% of them perceived it as excellent, while 8% of them perceived it as good. The average rating if the new knowledge could be practiced and applied in daily activities is 3.92, which is interpreted as excellent. The overall average rating for the purpose of the program is 3.92, which is interpreted as excellent, strongly agreeing with, or extremely satisfying.

Table 4. Respondents' evaluation of the Significance of the Program (N=105)

Criteria under Significance of the Program	Frequency (Percentage)				Mean	Interpretation
	4	3	2	1		
Consistency of the program with the priorities and goals of the community	97 (92%)	8 (8%)	-	-	3.92	Excellent
Contribution of the program to the fulfillment of community principles and duties	95 (90%)	10 (10%)	-	-	3.90	Excellent
Response of the program to the needs of each participant	97 (92%)	8 (8%)	-	-	3.92	Excellent
New knowledge could be practiced and applied in daily activities	97 (92%)	8 (8%)	-	-	3.92	Excellent
Overall Mean					3.92	Excellent

Note: -- means zero values; Excellent (E, 3.27-4.00); Good (G, 2.51-3.26); Fair (F, 1.75-2.50); and Poor (P, 1.00-1.74)

Communities that take part in extension initiatives gain access to free advice, education, and guidance, as well as opportunities to build social and economic capital (Coleman & Danks, 2015; Jarrell et al., 2014; Marshall et al., 2015; Weiler et al., 2013). Olila

(2021) argues that research, extension activity focused on technology dissemination and adoption generated from research findings, and capability building of stakeholders and beneficiaries are the three main elements in the program planning of an integrative, participatory, sustainable, and outcomes-oriented community extension and development activity. She further stated that the researcher who formulated this strategy called it a “holistic” or “holistic approach” to tailoring extension initiatives to the specific needs of the communities they are meant to help.

Speaker/s of the Program

Table 5. Respondents' evaluation of the Speaker/s of the Program (N=105)

Parts under Speaker/s of the Program	Frequency (Percentage)				Mean	Interpretation
	4	3	2	1		
Simplicity, accurateness, and directness of speech	98 (93%)	7 (7%)	-	-	3.93	Excellent
Neatness and clearness of presentation of ideas	100 (95%)	5 (5%)	-	-	3.95	Excellent
Interactiveness of data sharing method	101 (96%)	4 (4%)	-	-	3.96	Excellent
Used appropriate strategy for effective sharing of the topic	101 (96%)	4 (4%)	-	-	3.96	Excellent
Started and finished on time	95 (90%)	10 (10%)	-	-	3.90	Excellent
Overall Mean					3.94	Excellent

Note: -- means zero values; Excellent (E, 3.27-4.00); Good (G, 2.51-3.26); Fair (F, 1.75-2.50); and Poor (P, 1.00-1.74)

On the first criterion, the speaker’s simplicity, accuracy, and directness of speech, 93% of the respondents perceived it as excellent while 7% of them perceived it as good. The average rating for the speaker’s simplicity, accurateness, and directness of speech is 3.93, which is interpreted as excellent. On the second criterion, the speaker’s neatness and clearness of presentation of ideas, 95% of them perceived it as excellent while 5% of them perceived it as good. The average rating for the speaker’s neatness and clearness of presentation of ideas is 3.95, which is interpreted as excellent. On the third criterion, the

interactiveness of idea sharing method used by the speaker, 96% of them perceived it as excellent while 4% of them perceived it as good. The average rating for the interactiveness of idea sharing method used by the speaker is 3.96, which is interpreted as excellent. On the fourth criterion, if the speaker used appropriate strategy for effective sharing of the topic, 96% of them perceived it as excellent while 4% of them perceived it as good. The average rating for if the speaker used appropriate strategy for effective sharing of the topic is 3.96, which is interpreted as excellent. Lastly, on the fifth criterion, if the speaker started and finished on time, 90% of them perceived it as excellent while 10% of them perceived it as good. The average rating for if the speaker started and finished on time is 3.90, which is interpreted as excellent. The overall average rating for the speaker of the program is 3.94, which is interpreted as excellent.

According to Joshi and Wakslak (2014), the goals of the communicator and the requirements of the target audience shape the nature and content of the message. Strategic use of different levels of abstraction to communicate effectively with different sized audiences is prompted by the motivation to connect with the audience; when such motivation is curtailed by a manipulation designed to demotivate information exchange, the strategic use of abstract concepts in communication is affected. Hoque (2021) highlights that the existing evaluation method contains a number of key flaws and that participants do not utilize them effectively. Participants do not devote sufficient time to reflection before ranking a speaker, and they are frequently reticent to make descriptive comments. Although participants in this process have more authority, they lack responsibility. Clearly, the measures are inadequate and occasionally unclear.

Program's Equipment/Arrangement

On the first criterion, the location where the program is conducted, 93% of the respondents rated it as great, while 7% of them rated it as satisfactory or good. The average rating for the venue is 3.93, which is regarded as "great." On the second criterion, the program's equipment, 90% of the respondents rated it as great, compared to the 10% of them who rated it as good. The average rating for the equipment used in the program is 3.90, which indicates that it is excellent. On the third criterion, 87% of them rated the program as great at the time of its implementation, while 13% rated it as good. The average rating for the duration of the program's execution is 3.87, which corresponds to outstanding. Regarding the fourth criterion, on the day the program was conducted, 90% of them rated it as excellent, while 10% rated it as good. The average rating for the day the program was conducted is 3.90, which corresponds to outstanding. The total average rating for the program's equipment and layout is 3.90, which can be regarded as good, very agreeable, or really pleasing.

Table 6. Respondents' evaluation of the Program's Equipment/Arrangement (N=105)

Parts under Program's Equipment/Arrangement	Frequency (Percentage)				Mean	Interpretation
	4	3	2	1		
Venue where the program is conducted	98 (93%)	7 (7%)	-	-	3.93	Excellent
Equipment used in the program	95 (90%)	10 (10%)	-	-	3.90	Excellent
Time of the conduct of the program	91 (87%)	14 (13%)	-	-	3.87	Excellent
Day of the conduct of the program	94 (90%)	11 (10%)	-	-	3.90	Excellent
Overall Mean					3.90	Excellent

Note: -- means zero values; Excellent (E, 3.27-4.00); Good (G, 2.51-3.26); Fair (F, 1.75-2.50); and Poor (P, 1.00-1.74)

The goal of this knowledge exchange is to improve society as a whole by improving curriculum, teaching, and learning; creating active, well-informed citizens; strengthening democratic principles and civic responsibility; solving important societal problems; and working for the common good (American Council on Education, 2022, July 13). According to the study by Welch and Plaxton-Moore (2017), the most common types of faculty development interventions for community engagement are short, individual consultations and seminars lasting only a couple of hours. They also said that the length of these programs varied a lot, from 5 hours to more than 20 hours, and that only a small number of HEIs used more advanced models like cohorts or fellows for faculty development.

Implications and Outcomes from the Program

In relation to the third research question: "What are the benefits that the respondents availed from the program?" The online evaluation form also elicited responses from the questions: *Paano niyo ito ilalapat sa araw-araw na pamumuhay?* [How would you apply it to your daily life?]. The 103 responses are clustered into:

Table 7. Clustered responses (Benefits availed from the program as perceived by the participants) (N=105)

Response	Frequency
The program introduces a new platform that can be used in online teaching/class and assessment	43
The program introduces a new platform that can be used in providing interactive lessons	25
The program helps in distance learning modality	12
The program introduces a new platform that can be used in assessment	12
The program offers helpful, additional knowledge	10
The program introduces a new platform that can be used as another way of teaching	1
Total	103

Among the seven clusters of responses, the cluster on which *the program introduces a new platform that can be used in online teaching/class* has the most scope of responses. This implies that, even during the pandemic, the teachers are working hard and making more efforts to be effective teachers even in the use of new platforms and other modalities. The cluster has 43 responses. The cluster on which *the program introduces a new platform that can be used in providing interactive lessons* that has the scope of 25 responses. The clusters on which *the program helps in distance learning modality* and *the program introduced a new platform that can be used in assessment* both have the scope of 12 responses. The cluster on which *the program offers helpful, additional knowledge* has scope of 10 responses. The clusters on which *the program introduces a new platform that can be used as another way of teaching* has a scope of one response.

Gagnon et al. (2015) say that the following criteria should be taken into account to improve the extension program: the program's goal, the program's speaker(s), the program's length, the program's relevance, and the program's equipment and setup. In his research, Gannapao (2020) emphasizes the need for extension program organizers to implement a strategy to enhance beneficiaries' knowledge, involvement, and satisfaction with the program's services, especially those that received low ratings. The Extension program committee needs to brainstorm innovative strategies for delivering services and programs.

The extent of effectiveness of the program as perceived by the respondents

The Summary result of online program evaluation survey result shows the extent of effectiveness of the program activity as the five evaluation criteria are ranked from highest mean rating to lowest mean rating.

As disclosed in Figure 1, it is very clear that the implementation of the webinar as extension activity is excellent. However, it is necessary to know the extent of the effectiveness of the program based on the five evaluation criteria. The highest mean rating would reflect its strength and the lowest mean rating would be considered as the area for enhancement.

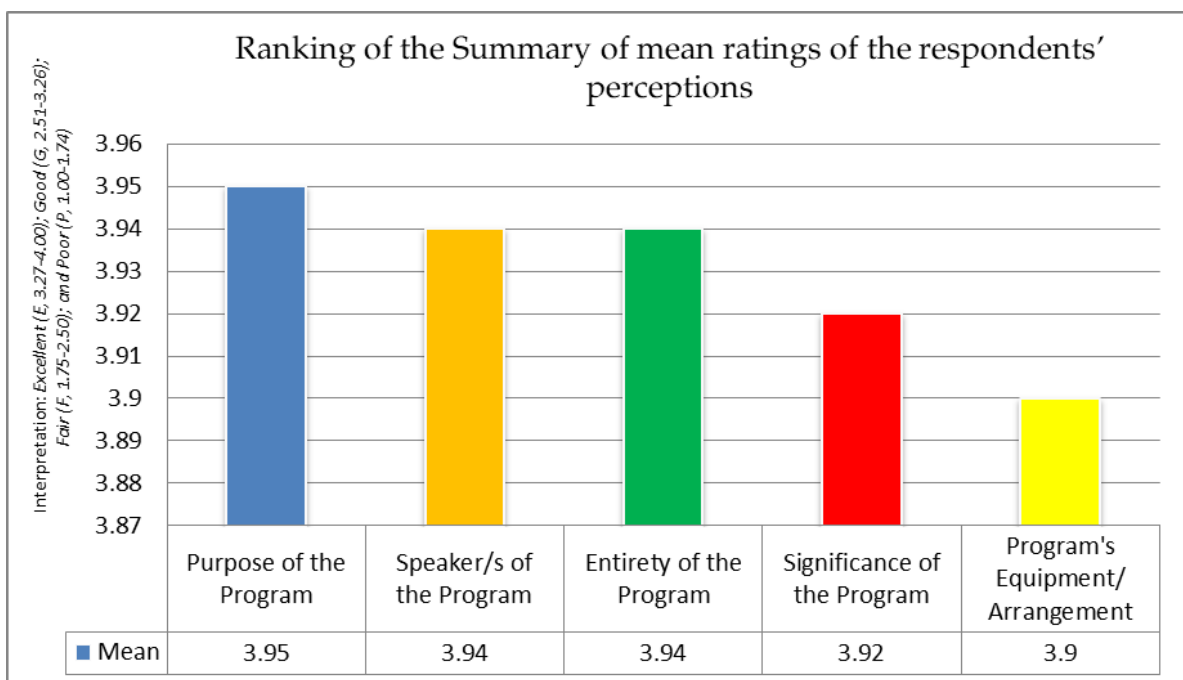


Figure 1. Ranking of the Summary of mean ratings of the respondents' perceptions

The purpose of the program has an overall mean rating of 3.95 and with this, it ranked the highest or number one. The data on the table reveal that the respondents were extremely satisfied with the achievement of the purpose of the program. The purpose provides the framework that sets the direction of the activity. They agree to its clarity of the intentions and the current needs on upgrading their digital skills.

The mean ratings for the entirety of the program and the speaker/s of the program both gathered the same overall mean rating of 3.94, which both ranked second. The data from the table reveal that respondents showed extreme satisfaction with the overall order of the virtual activity. The method in which the program was conducted led to their active

engagement to the program. The resource speaker of the event showed excellent use of appropriate strategies for the topic “Digital Applications for teachers.”

The program’s equipment/arrangement of the program has an overall mean rating of 3.90; and thus, it ranked third or last. Although this is interpreted as excellent, it is the weakest area among the given criteria. This implies that virtual training demands many challenging considerations, especially on the part of the participants needing gadgets such as computers with internet connection, headset (headphones and microphone), speakerphones, etc. Attending a webinar may seem easy but even how interesting the presentation will be, it can be ruined by bad sound, unclear pictures or any other technical problems.

Extension has begun to adopt the shared value movement that originated in the public administration community. The goal appears to be external accountability rather than an internal desire to enhance programming and outcomes. Creating shared value statements and narratives can be utilized throughout the program cycle and for other program and professional duties in order to respond to internal and external demands for articulating the public good. Extension specialists should use shared value statements and stories daily in their work to make their programs more effective and have a greater influence on the lives of people.

Table 9. Summary of the strengths and areas for improvement of the eFES-TEACH

Evaluation Criteria	Strengths	Areas for Improvement
Purpose of the Program	Clarity of purpose and measure of success	None
Speaker/s of the Program	Interactiveness of data sharing method	Simplicity, accuracy, and directness of speech and punctuality
Entirety of the Program	Order of the activities of the overall program	Quality of the accomplished program
Significance of the Program	Consistency of the program with the priorities and goals of the community	Contribution of the program to the fulfillment of community principles and duties
Program's Equipment/ Arrangement	Venue where the program is conducted	Time of the conduct of the program / Day of the conduct of the program Equipment used in the program

Note: Strength = successful; Areas for improvement = with challenges/difficulties encountered

The quality of the completed program was identified as one of the aspects of the program that needs improvement. Quezada (2014) concurs with the need for planning in the delivery of extension projects. This is evident because comprehensive plans present broad and general objectives in a natural progression from broad to detailed. In the initial stages of the majority of comprehensive plans, the general objective of the community is articulated in detail (Quezada, 2014). Planning is also directly associated with the execution of a program. The time of the program's execution (the program's equipment and arrangement) must be effectively communicated to the project's recipients and all other participants. This is similarly comparable to the delivery of the program's speakers. Individuals delivering programs have a significant impact on how programs are implemented (Gagnon et al., 2015). One of the issues addressed is the beginning and end of the speakers' discourse. It is expected that the program will begin and end on time (Speaker/s of the Program) because the program's participants are likewise occupied with their own work schedules and responsibilities. Inattention to execution can also affect program outcomes in additional ways (Little et al., 2013).

The contribution of the program to the fulfillment of community values and responsibilities (the relevance of the program) is crucial to the success of an extension program. In addition, extension programs are essentially structured to meet the challenges, difficulties, and concerns of the local communities they serve (Garst & McCawley, 2015). Thus, if a program is not suited to a particular population, its implementation quality may suffer (Arnold, 2015). According to Gagnon et al. (2015), fidelity is one of the aspects that must be emphasized while strengthening program implementation. According to him, fidelity refers to "whether the Extension program service or intervention is being delivered as it was originally designed or written (i.e., with all core components being delivered to the appropriate population and staff being properly trained), using the correct protocols, techniques, and materials; and in the locations or contexts prescribed."

Conclusions

The study's findings revealed that the extension program has clear objectives and success measures, interactive data sharing mechanism, orderly overall program activities, well aligned activities with community priorities and goals, and proper location/venue. It can also be concluded that the extension work was conducted properly as depicted in the teacher-respondents' engagement in the activities and being acknowledged in their contribution to the implementation of the program. Overall, the extension program made significant contributions to the introduction of a new platform that can be used in online classrooms, providing interactive lessons, distance learning modality, and evaluation, and providing useful additional knowledge that can be utilized in teaching in the new normal context. The extension program needs more input in providing alternative or differentiated options for the presentation in online classes.

Recommendations

In view of the importance that an extension program focuses on quality and satisfying the needs of extension stakeholders, the following recommendations are provided. Reaction-level evaluations of training program outcomes are insufficient. It is also important to determine if learning leads to relevant organizational outcomes, which is only possible if the evaluation criteria evaluate the stages of training impact from the participant's perception to the result on organizational goals, including reaction, learning, behavior, and results (Throgmorton et al., 2016). These are based on Donald L. Kirkpatrick's *The Four Levels of Evaluation*. According to Kirkpatrick (1998), assessment is the measurement of behavior changes resulting from training programs. Others argue that determining the ultimate results of training programs is the only valid evaluation method. Still others consider solely the remark sheets that participants fill out at the conclusion of a program. In light of this research, it is advised that an evaluation framework be developed to define the scope of an extension program. Therefore, the study should also consider the narrative accounts in order to identify the obstacles and facilitators that affected the program's end outcomes (Copestake & Remnant, 2014; Labayo, 2020).

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