

**AN EVALUATION OF THE COMPUTER LITERACY TRAINING EXTENSION
PROGRAM OF THE INFORMATION TECHNOLOGY DIVISION OF ILOILO
SCIENCE AND TECHNOLOGY UNIVERSITY MIAGAO CAMPUS**

Dr. Ramil G. Lumauag, Prof. Lilanie N. Cubita
Iloilo Science and Technology University Miagao Campus, Philippines

Abstract

This study evaluated the computer literacy training extension program of the Information Technology Division of Iloilo Science and Technology University (ISAT U) Miagao Campus. A descriptive-evaluative method was used to evaluate the training program on the use of Microsoft Word and Microsoft Excel Application among barangay officials in the municipality of Miagao and Department of Education (DepEd) teachers in Miagao District. The training program as perceived by the respondents is beneficial since it makes their work easier and faster. They also applied the skills they learned in the training to their workplace which makes them productive and creative. The respondents believed that the extension training program help them a lot on enhancing their skills. The respondents suggested to have further trainings in other relevant fields.

Keywords: Extension Evaluation, Extension Program, Extension Services

Introduction

The academe is one of the main actors in the society which could possibly effect change by way of empowering the people in the community. Community extension services respond not just the needs of community but to the Vision-Mission of the University (Gonzales, 2009).

The Iloilo Science and Technology University (ISAT U) Miagao Campus promotes research and development programs to advance science and technology and undertake sustainable extension activities. The Information Technology Division of ISAT U Miagao Campus has been extending community extension services to respond to the needs of the community as well enhance the capacity of the faculty in their field of expertise.

A computer literacy training program is one of the extension services offered by the Information Technology Division. Before conducting the extension program, a needs assessment survey was conducted in order to identify what are the particular needs of community. Training on the use of Microsoft Office Application were conducted among barangay officials and teachers in the municipality of Miagao. These training program helps the beneficiaries on how to use the computers and office applications in their work and offices to speed up their task as and prepare documents for their reports.

The need for evaluating the extension program of the university is essential in order to assess its impact to the community and improve the planning of the program. This study generally aims to evaluate the Computer Literacy Extension Program of the Information Technology Department of ISAT U Miagao Campus.

Specifically, it aims to:

1. To describe the perceived benefits of the services extended to the following:
 - a. Barangay Officials
 - b. DepEd Teacher
2. To determine the application of skills learned from the training to the beneficiaries' workplace.
3. To find out some services that the beneficiaries wants for further training.

Paradigm of the Study

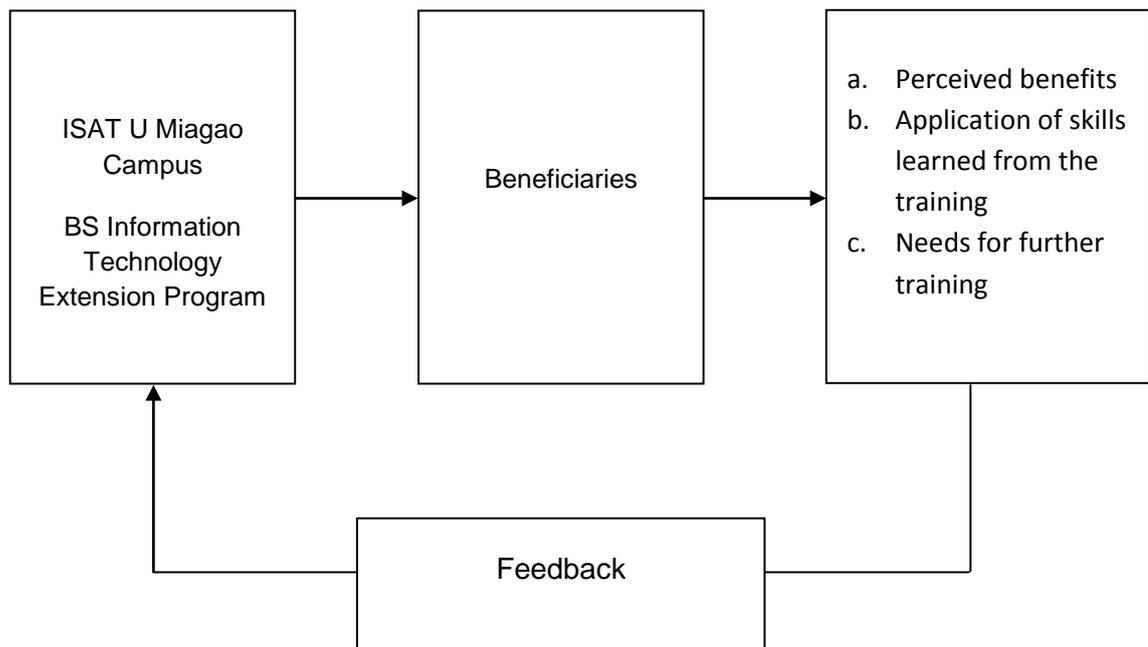


Figure 1. Paradigm of the Study

Figure 1 shows the conceptual paradigm of the study. The extension program was established to provide relevant trainings to the target beneficiaries. Before the training a needs assessment is conducted to identify the particular services to be given to the beneficiaries. After the training an evaluation is conducted to assess the perceived benefits, and to assess the application skills learned in the training. The needs for further training was also identified in order to upgrade their knowledge and skills and also to establish a sustainable extension program. The result of the evaluation will serve as the basis for improvement the improvement of the extension program.

Research Methodology

Research Design

This study used the descriptive-evaluative method. This evaluation type of research intends to gain an understanding of the successes and challenges that the Extension implementers face so as to guide future activities in a positive way (Codamon-Dugyon, 2016).

Respondents

Table 1. Respondents of the Study

Respondents	No. of Respondents	Type of Training
Punong Barangay/ Barangay Secretaries	17	MS Word Application
Punong Barangay/ Barangay Treasurer	11	MS Excel Application
DepEd Teachers	20	MS Word/MS Excel Application

The respondents of the study were seventeen (17) trainees of Microsoft Word Application which is composed of barangay captains and secretaries, eleven (11) trainees of Microsoft Excel Application composed of barangay captains and treasurers of the Municipality of Miagao and twenty (20) Department of Education (DepEd) Teachers of Miagao District. Table 1 shows the respondents of the study.

Research Instrument

A researcher-made questionnaire was utilized to gather that data from the respondents.

Statistical Treatment

Frequency count and percentage were used to determine the result of the study and it was tabulated using the SPSS.

Results and Discussions

The results of the study based on the identified variables are hereby presented through graphs and textual discussions.

Perceived benefits of the Extension Services to the Beneficiaries

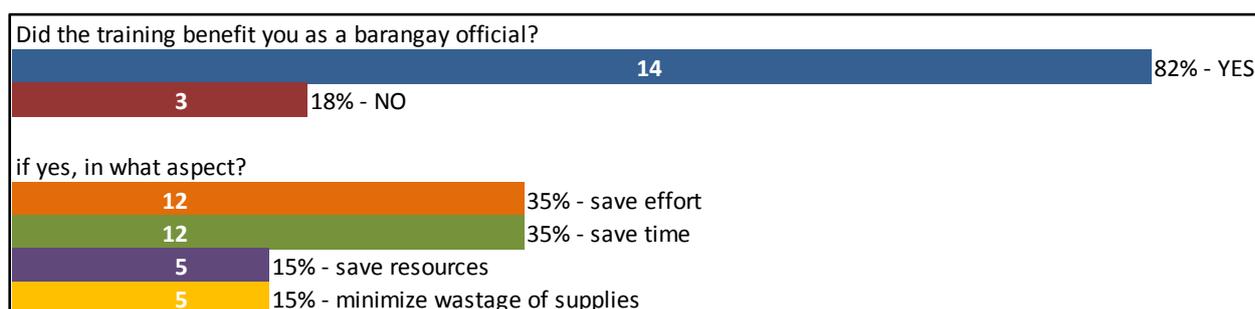


Figure 2. Perceived benefits of the extension services to barangay captains and barangay secretaries.

Figure 2 shows the perceived benefits of the Microsoft Word Application training to barangay captains and barangay secretaries. As shown in figure 2, fourteen (14) or 82% of the beneficiaries find the training beneficial and three (3) or 18% does not find it beneficial. Of the 82% who find the training beneficial, the following are the aspects that benefits them, twelve (12) or 35% saves effort, twelve (12) 35% saves time, five (5) or 15% save resources, and five (5) or 15% minimizes wastage of supplies.

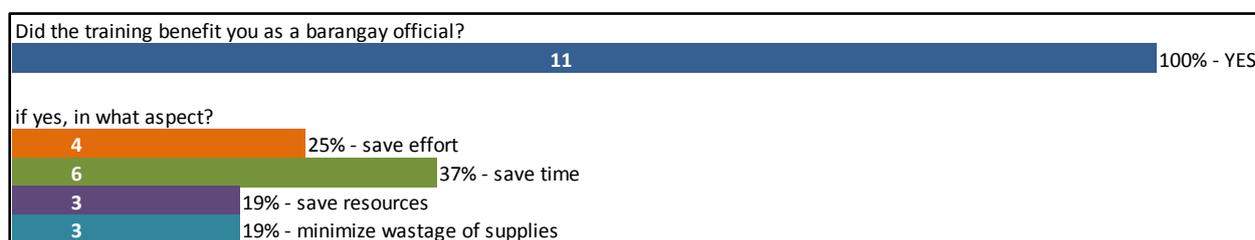


Figure 3. Perceived benefits of the extension services to barangay captains and barangay treasurers.

Figure 3 shows the perceived benefits of the Microsoft Excel Application training to barangay captains and barangay secretaries. Eleven (11) or 100% of the beneficiaries find the training beneficial. As to the aspect that benefits them, four (4) or 25% saves effort, six (6) or 37% save time, three (3) or 19% save resources, and three (3) or 19% minimizes wastage of supplies.

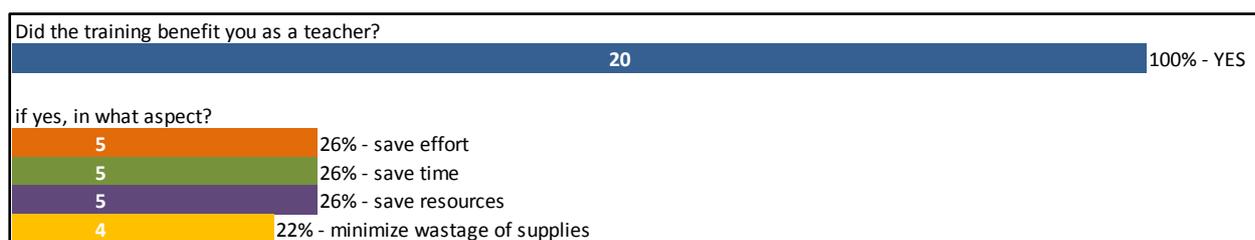


Figure 4. Perceived benefits of the extension services to DepEd Teachers

Figure 4 shows the perceived benefits of the Microsoft Word and Microsoft Excel Application training to DepEd Teachers. Twenty (20) or 100% of the beneficiaries find the training beneficial. As to the aspect that benefits them, five (5) or 26% saves effort, five (5) or 26% save time, five (5) or 26% save resources, and four (4) or 22% minimizes wastage of supplies.

Application of skills learned from the training of the beneficiaries

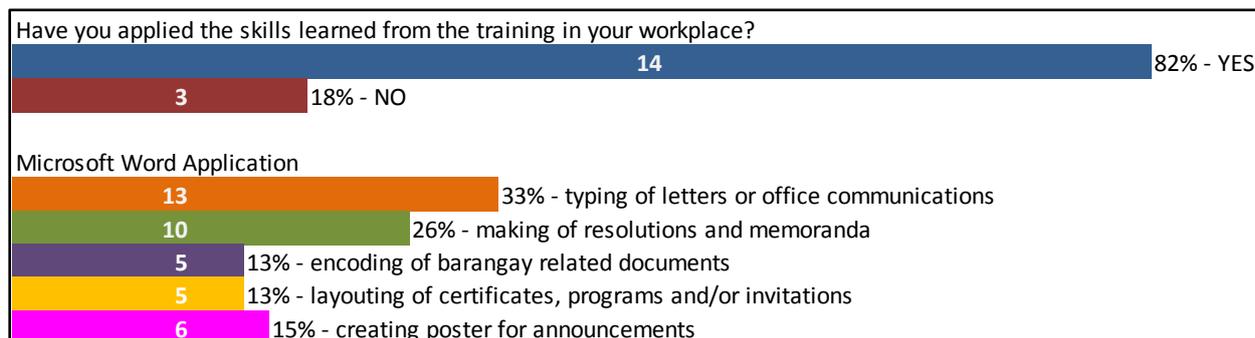


Figure 5. Application of skills learned from the training of barangay captains and barangay secretaries.

Figure 5 shows the application of skills learned from the training of barangay captains and barangay secretaries in their workplace on the use of Microsoft Word application. Fourteen (14) or 82% have applied the skills learned in the training, while three (3) or 18% have not applied the skills learned in their workplace. Of the 82% who applied the skills learned in the training, thirteen (13) or 33% applied it in typing of letters or office communications, ten (10) or 26% applied it in making resolutions and memoranda, five (5) or 13% applied it in encoding of barangay related documents, five (5) or 13% applied it in layouting of certificates, programs and/or invitations, and six (6) or 15% applied it in creating poster for announcements.

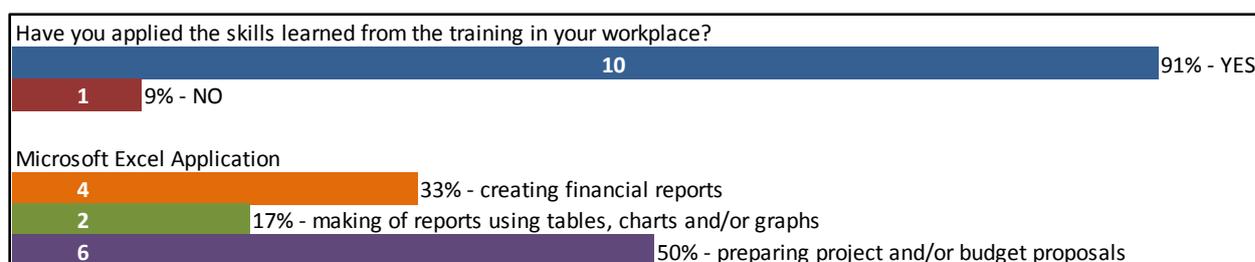


Figure 6. Application of skills learned from the training of barangay captains and barangay treasurers

Figure 6 shows the application of skills learned from the training of barangay captains and barangay treasurers in their workplace on the use of Microsoft Excel application. Ten (10) or 91% applied the skills learned in training, while one (1) or 9% does not apply the skills learned in the training to their workplace. Of the 91% who applied the skills learned, four (4) or 33% applied it in creating financial report, two (2) or 17% applied it in making

reports using tables, charts and/or graphs, and six (6) or 50% applied it in preparing project and/or budget proposals.

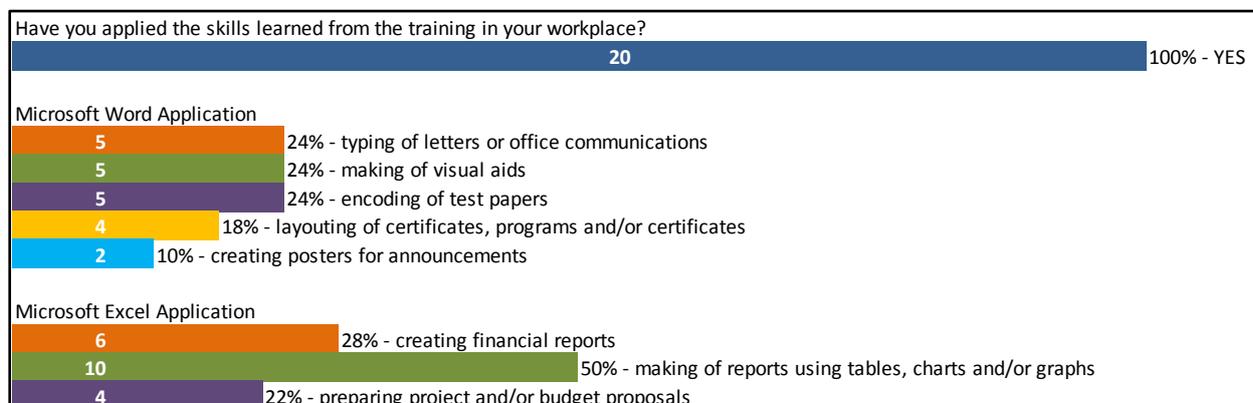


Figure 7. Application of skills learned from the training of DepEd Teachers

Figure 7 shows the application of skills learned from the training of DepEd teachers in their workplace on the use of Microsoft Word and Microsoft Excel application. Twenty (20) or 100% applied the skills learned from the training in their workplace. In the use of Microsoft Word Application, five (5) or 24% applied it in typing letters of office communications, five (5) or 24% applied it in making visual aids, five (5) or 24% applied it in making of test papers, four (4) or 18% applied in lay outing of certificates, programs and/or certificates, and two (2) or 10% applied it in creating posters for announcements.

In the use of Microsoft Excel application, six (6) or 28% applied it in creating financial reports, ten (10) or 50% applied it making of reports using tables, charts, and/or graphs, and four (4) or 22% applied it in preparing project and/or budget proposals.

Some services that the beneficiaries want for further training

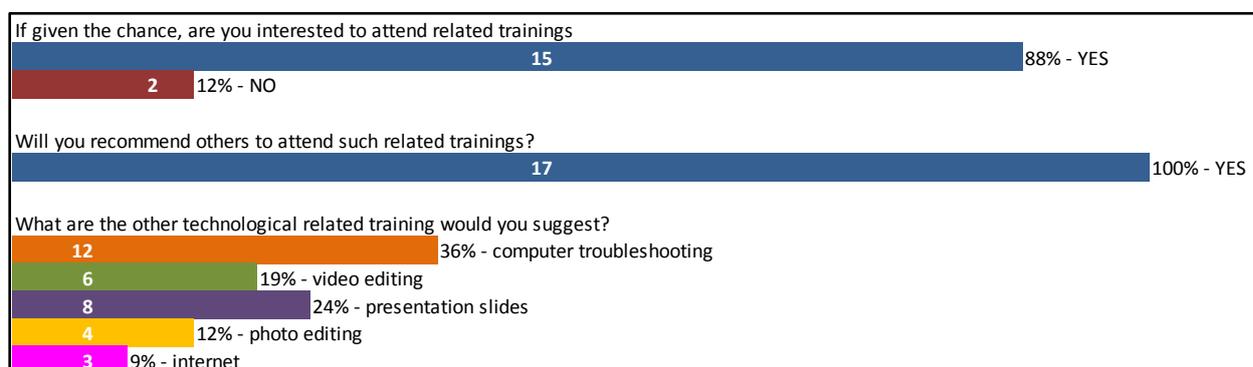


Figure 8. Some services that the barangay captain and barangay secretaries wants for further training.

As shown in figure 8, fifteen (15) or 88% of the beneficiaries were interested to attend related trainings, while two (2) or 12% were not interested. Seventeen (17) or 100% will

recommend to others to attend on such related trainings. On the suggested trainings, twelve (12) or 36% suggested to have a training in computer troubleshooting, six (6) or 19% suggested a training on video editing, eight (8) or 24% suggested a training on slide presentation, four (4) or 12% suggested a training in photo editing, and three (3) or 9% suggested a training in the use of internet.

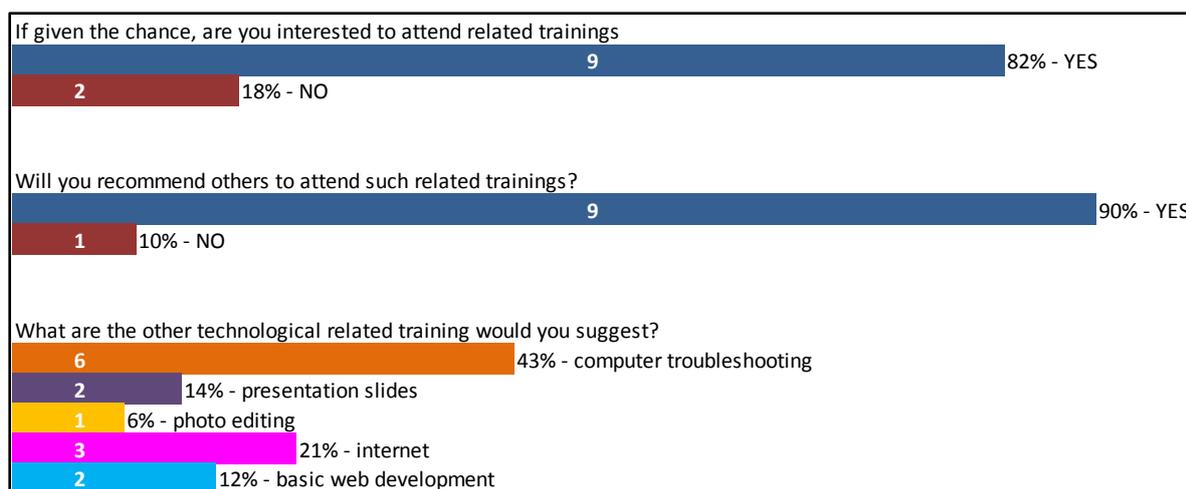


Figure 9. Some services that the barangay captain and barangay treasurers wants for further training.

As shown in figure 9, nine (9) or 82% of the beneficiaries were interested to attend related trainings, while two (2) or 18% were not interested. Nine (9) or 90% will recommend to others to attend on such related trainings, while one (1) or 10% will not recommend to others. On the suggested trainings, six (6) or 43% suggested to have a training in computer troubleshooting, two (2) or 14% suggested a training on slide presentation, one (1) or 6% suggested a training in photo editing, three (3) or 21% suggested a training in the use of internet, and two (2) or 12% suggested to have a training in basic web development.

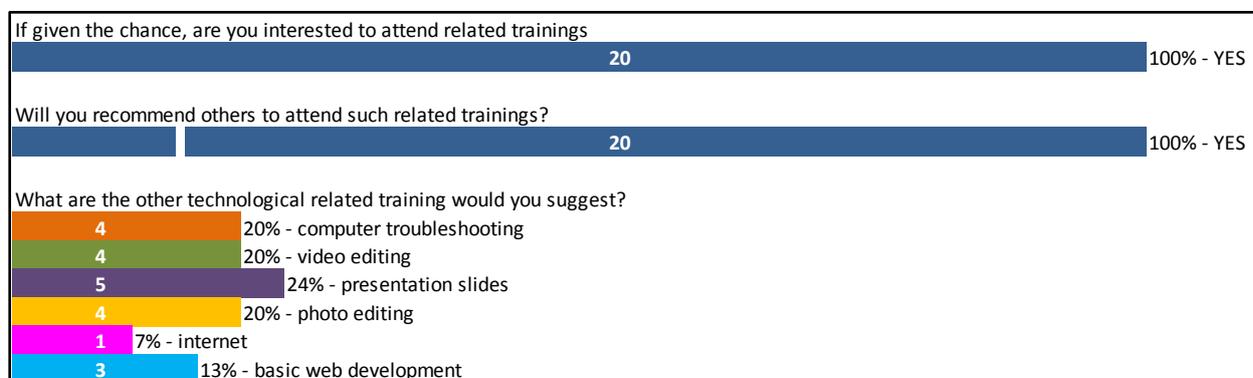


Figure 10. Some services that the DepEd Teachers wants for further training.

As shown in figure 10, twenty (20) or 100% of the beneficiaries were interested to attend related trainings, and twenty (20) or 100% will recommend related trainings to others. On the suggested trainings, four (4) or 20% suggested to have a training in computer troubleshooting, four (4) or 20% suggested a training in video editing, four (4) or 24% suggested a training on slide presentation, four (4) or 20% suggested a training in photo editing, one (1) or 7% suggested a training in the use of internet, and three (3) or 13 % suggested to have a training in basic web development.

Summary, Conclusion, and Recommendations

This study was conducted to present the beneficiaries' views towards the extension services of the Information Technology Division, their reasons for participating, their perceived effects of the program to them as clientele, and their suggestions to improve the program.

Summary of Findings

1. The beneficiaries find the computer literacy training program beneficial since it can help them save time in doing their work, less effort, save resources and minimize wastage of supplies.
2. The beneficiaries also applied the skills learned from training in their workplace in making office reports, presentations, and financial reports.
3. The beneficiaries also perceive the necessity of improving the program and suggested some related trainings in the use of computers and the internet.

Conclusions

1. The computer literacy training program helps improve the skills of the beneficiaries in the use of computer, thus making their work easier, faster and efficient.
2. The application of the skills learned in the training in their workplace makes them more productive, creative, and resourceful.
3. The extension program needs further improvement, and sustain the services to transfer knowledge and provide benefits to the community.

Recommendations

1. Training programs and activities should be properly planned to address the needs of the community and a sustainable extension program needs to be established.

2. Continuous monitoring and evaluation should be conducted to assess the impact of the program to the community.
3. More extension programs be provided to further empower the partner communities.

References

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