

**Values and attitudes of Daycare workers towards the  
Extension Activities Conducted by the College of  
Education, Central Mindanao University,  
Maramag, Bukidnon, Philippines**

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**Abstract**

Central Mindanao University is committed to the total development of people for a globally sustainable environment and a humane society by offering high-quality services in instruction, research, extension, and production. A number of centers and colleges have created extension programs, initiatives, and activities that are in line with their areas of expertise. The purpose of the study was to determine how the Central Mindanao University College of Education's community extension activities affected local communities. Specifically it aimed to: 1) define the participant profile; and 2) ascertain the Extension program's influence on participants' values and attitudes. The primary tool for the study, which used a descriptive research design, was a survey questionnaire. The questionnaire was pilot tested on study participants and submitted for expert confirmation. Participants were personally interviewed by the researcher; structured questionnaire were used. There were 23 participants of the College of Education's extension programs and services. The study made use of descriptive statistics like frequency counts, percentages, and t-tests. The participants were female, married, Cebuano, Roman Catholic, and middle-aged, according to the results. A considerable difference in values and attitudes was revealed by comparing the before and after data.

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## INTRODUCTION

Central Mindanao University (CMU) is a state university providing and extending extension programs its neighboring communities. As mentioned by Institute of Forestry. (nd). extension programs related to arts, sciences, and Education were implemented and it is concern with research and extension geared towards holistic development of its stakeholders.

Extension activity in the University employes participatory extension approaches, Holland et al. (2015) it increases the efficacy of every development program and brought about social change and sustainability. The Commission on Higher Education (CHED) requires State Universities and Colleges to provide educational expertise and civic activities with the CHED Memo No. 52 of 2016, the Commission has recently begun efforts to re-direct extension programs. Also, RA 7722 requires SUCs to respond to the community's needs for growth and development.

Higher Education has a significant role in changing values and attitudes to improve the standard of living of its stakeholders. Nature (2023) stated that the contribution of civic engagement and higher education in transforming young adults' social duty into prosocial behavior. According to the study, which found that higher education institutions represent an essential socialization environment for kids, teens, and emerging adults. Thus, institutions are eager to share the expertise of their faculty members through extension activities. While the extension activities meet the needs of the stakeholders. It was also conducted aligned with the National, Regional, and Institutional thrust of the Research Extension and Development., Central Mindanao University, consistently implementing extension programs that were timely and relevant and geared towards achieving and pursuing excellence in Research Development and Extension. Institutional thrust, its declared vision, mission, goals and objectives, and administrative policies greatly influence the quality of implementing a program.

In the implementation of the RDE efforts. Faculty members from various colleges were working hand in hand depending on the expertise needed in the study. The university has been practicing multi-disciplinary approach for research and extension. It is the idea of coming together to create a comprehensive extension program for the betterment of whole community. True to its commitment, CMU has extended countless community engagements in numerous barangays, offices and schools, which included technology transfer, livelihood program with skills training,

enterprise development and commercialization to name a few. However, the program's impact on beneficiaries has not yet been assessed. Henceforth, this study was conducted to examine the impact of CMU College of education extension programs and activities on their beneficiaries.

## **METHODOLOGY**

### **Research Design and locale of the study**

Descriptive research design were used in the study to assess the extension program's effects the participants values, and attitudes. An assessment was conducted to check the program results of the capacity-building training, seminars, and activities offered by the College of Education. Data were treated along with participant characteristics using descriptive statistics such as frequency counts, percentages, and t-test. In order to assist the data collection of primary information, a survey questionnaire that was written in English and translated into Cebuano as well as a 5-point Likert Scale were created. Focus Group Discussions (FGD) were conducted to triangulate the study's findings. Secondary data gathering was also employed as one of the techniques utilized by researchers to collect information from the DSWD, community leaders, and barangay officials who have first-hand experience of the project. Key Informant Interviews (KII) were also used. Bukidnon is a landlocked province in Northern Mindanao. It is situated in the central region of the island. It has connections to the southern island of Davao and the northern island of Misamis Oriental. The landscape is made up of low plains that alternate with rolling uplands, deep canyons, and valleys. It is located between 124°16' east and longitude and parallels 7°25' and 8°38' north latitude. The region is known for its mountainous terrain, which is sometimes regarded as marginal agricultural province. Indigenous and smallholder farmers live on the sloping farmlands of Bukidnon, which has some of the highest poverty incidence in the region. It is one of the provinces in region 10 with abundant resources and opportunities for livelihood. It is known for its largest pineapple plantation in the world. In the center of the island lies the city of Valencia. With a total land area of 63,126 hectares, 35,321.74 of which are suitable for crop production. It is classified as second-class component city and has 31 component barangays. It is the most populous among all cities and municipalities, the largest in terms of area in the province of Bukidnon. Valencia City serves as the center of trade and commerce in the province of Bukidnon (PhilAtlas, 2015).

ValenciaBukidnon's map is shown in Figure 1.

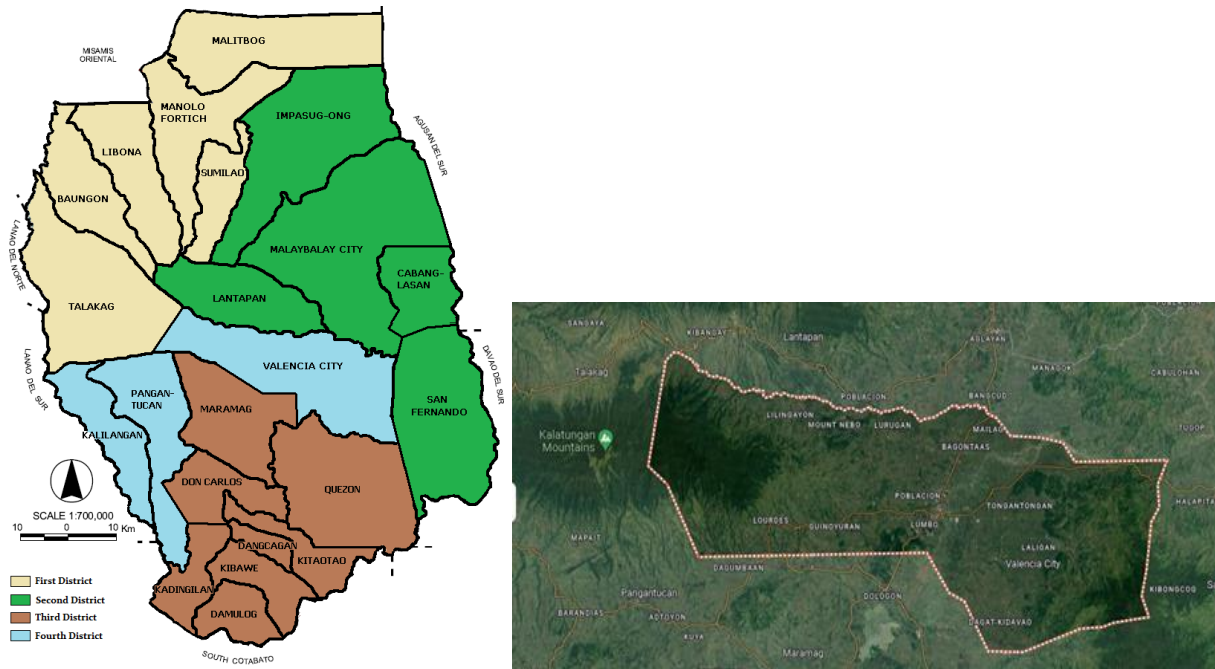


Figure 1. Map showing the locale of the study

## RESULTS AND DISCUSSION

### Sociodemographic profile of the participants

Table 1 presents the sociodemographic profile of the participants in Valencia City, Bukidnon. A total of 23 participants were included in the study. All (100) participants were female,

married, and their source of income is teaching. Quijano-Pagutayao et al. (2020) reported that most of the participants in Bukidnon were female. Data indicates that they were married and have families to support Ocampo (2017). married person carries an important economic obligation for their family like providing basic needs which tended to seek jobs more intensively. Majority (61%) belong to the age bracket 41-50 years old with an average age of 48 years. The data implies that the participants were middle-aged. The result contradicts with the study of Mappala, (2022). who reported that the day care worker in Tuguegarao has an average age of age 32.81 years old and were only in their early adulthood. All participants were Bisaya, their religion was Roman Catholic, and most (74%) were Cebuanos (Ucang et al., 2022 ). Philippine Statistics Authority (2021) supported the highest proportion of ethnic groups in the Mindanao and Davao region is Cebuano. Also, a majority (93%) of them has finished high school. Sixty-eight (68%) of the participants has a monthly income of 1000-3000 pesos. Teaching in daycare was the only source of income (100%). Lastly, in terms of the number of visitations, most participants (80%) answered that they were visited twice a month.

*Table 1. Distribution of the participants according to Personal Profile*

CHARACTERISTICS	FREQUENCY	PERCENTAGE
<b>Age</b>		
21-40	5	21
41-60	16	70
61-70	2	9
71 years and above		
Mean Age	48 years old	
<b>Ethnicity</b>		
Cebuano	17	74
Talaandig	1	4
Boholano	5	22
<b>Educational Attainment</b>		
High School Graduate	21	93
College Level	2	7

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Monthly Salary		
Php1,000-3,000	15	68
Php 3,001-6,000	7	30
Php 6,001-9,000	1	2

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### **Impact Assessment of Respondents on the Extension Services of the College of Education**

The three domains—knowledge (cognitive), skills (psychomotor); and attitudes and values (affective). This study focuses in on the values and attitudes of the participants in table 1 were used to assess the effects of the various Extension Services. How well-informed the respondents are in carrying out the roles and responsibilities they have been given is checked. The attitudes and values are mostly demonstrated by their attitudes about their work, despite the fact that this is difficult to measure.

#### **Values and Attitudes**

Attitude is a way of thinking or feeling of a person that makes them behave. Attitude can be formed from the experience of an individual, and it is used to aid an individual's future (Anders and Bergs, 2005). It is a learned tendency of thinking, which are a reflection of a person's disposition to a person or event, and it may reflect underlying values (Glendon et al., 2006). Kotler and Keller (2009) concluded that attitudes place individuals into a frame of mind: liking or disliking an object or moving towards or away from it leads individuals to behave consistently toward similar things. Table 1 presents the impact assessment of the participants according to their attitudes and values toward work. It can be gleaned from the table that the participants rated the statement “I believe that reading allowed is a good way to improved literacy development 3.81 before the extension activity and the participants rated 5.0 after the conduct of the extension activities of the college of Education. Before the project, the participants agreed on their values and attitudes, with a weighted mean of 3.80. After the training, it can be observed that there was an improvement in their values and attitudes towards work, as it has a weighted mean of 4.99. This

means that the participants had a favorable attitude towards their work. Attitude is a positive or negative evaluation of the people to an object, event, or activity. Their attitude can significantly affect their evaluation of many topics, including nutrition education. Attitude can be changed through persuasion and should be understood as a response to communication (Gharty, 2014). Attitude affects the way people view a certain place, thing, person, or situation Abdullah & Sulaiman, (2013). Herath and Wijekoon (2013) stated that attitudes are thought to be influenced by “behavioral beliefs” about the consequences of the behavior and by positive or negative judgments about these consequences. Schneider (2006) believed that attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feeling about the attitude object. Pabuayon (2010) mentioned that Attitudes can be formed from a person’s past and present experiences.

Table 1. Values and Attitudes of the Participants

INDICATOR	Mean		n	Descriptive Value
	Before	Descriptive Value		
1.I believe that understanding various types of learners is essential to the learning process and Principles of Child Development Learning.	4	Undecided	5	Strongly Agree
2.I believe that understanding the Principles of Child Development Learning makes the learning process easier.	4	Agree	5	Strongly Agree
3. I believe that understanding the Teaching and Learning Process aids the teacher in creating working conditions that is more effective that improves the quality of <i>teaching</i> .	3.88	Agree	5	Strongly Agree



4. I believe that using creative materials in the classroom develops the Childs emotional intelligence, confidence, creativity problem-solving skills and discipline.	3.89	Agree	5	Strongly Agree
5. I believe that using creative materials in the classroom develops the Childs communications skills.	3.0	Undecided	5	Strongly Agree
6. I believe that motivating the child with positive guidance is better than the use of physical punishment.	3.89	Agree	5	Strongly Agree
7. I believe that Gender and Language sensitive classroom enhances the child's confident and communication skills.	3.99	Agree	5	Strongly Agree
8. I believe that reading allowed is a good way to improved literacy development.	3.81	Agree	5	Strongly Agree
9. I believe that using decorating the classroom with the letter Cutting improved that child's capacity to learn.	3.92	Undecided	5	Strongly Agree
10. I believe that designing appropriate materials for Day Care Children aids the learning process.	4.0	Agree	5	Strongly Agree
11. I believe that understanding various types of learners is essential to the learning process and Principles of Child Development Learning.	4.0	Agree	5	Strongly Agree
12. I believe that understanding the Principles of Child Development Learning makes the learning process easier.	3.93	Agree	5	Strongly Agree
13. I believe that understanding the Teaching and Learning Process aids the teacher in creating working conditions that is more effective that improves the quality of <i>teaching</i> .	3.42	Undecided	5	Strongly Agree
14. I believe that using creative materials in the classroom develops the Childs emotional intelligence, confidence, creativity problem-solving skills and discipline.	3.40	Undecided	4.93	Strongly Agree

15. I believe that using creative materials in the classroom develops the Childs communications skills.	3.90	Agree	5	Strongly Agree
Weighted Mean	3.80	Agree	4.99	Strongly Agree

*Legend: 1.00-1.50- Strongly Disagree      2.51-3.5 - Undecided      4.51-5 - Strongly Agree*  
*1.51-2.50- Disagree      3.51 – 4.5- Agree*

**T-test Result**

Table 2 presents the T test result of the study. It can be gleaned that in terms of the knowledge Before (M=3.33, The result from the Values and Attitudes \_Before (M=3.80, sd=.17) and Values and Attitudes \_After (M=4.99, sd=.17) indicate that the extension activities conducted resulted in the improvement in the Values and Attitudes of the participants, t=-12.349, p=.000. The data implies that the extension projects have a crucial role in changing values and attitudes positively, and instilling positive behavior towards the environment in the participants.

Table 4. T-test results on the Assessment of the Conducted Extension Activity in terms of Values and Attitudes

	Mean	sd	t	p-values
Values and Attitudes Before	3.80	.53	-12.349	.000
Values and Attitudes After	4.99	.17		

## **CONCLUSION**

Based on the results, the following conclusions were derived: Participants of the study were female, roman catholic, Cebuano, middle-aged, and their source of income is a teacher at the daycare center. The College of Education Extension services were relevant and timely to the problems and needs of the participants; The project met the objectives and the target activities; The participants acquired various learning experiences from the extension project of the College of Education; In terms of the participant's values, and attitudes it had significantly changed before and after the extension programs. The participants were glad that they attended the extension activities.

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## **DECLARATION OF INTEREST STATEMENTS**

I hereby declare that the disclosed information is correct and that no other situation of real, potential or apparent conflict of interest is known to me.

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