

# IMPACT OF THE EXTENSION SERVICE PROGRAM THROUGH THE LENS OF THE TRIPLE BOTTOMLINE APPROACH

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## Abstract:

This study examines the transformative impact of the extension service program conducted by the Business Administration Department of Northern Negros State College of Science and Technology (NONESCOST), using the triple bottomline approach. Through qualitative research employing narrative inquiry, the experiences of three diverse participants—Lei, Bea, and Cara—are examined. The program's influence is evidenced across social, environmental, and economic domains. Participants acquire new skills, fostering community collaboration and environmental awareness through practices like reusing and recycling. Economically, the program acts as a catalyst for improved livelihoods. Lei's story exemplifies education's potential to break the cycle of poverty, Bea's resilience in overcoming challenges, and Cara's positive impact through hard work. This research underscores the potential of purposeful initiatives, emphasizing lasting change within the triple bottomline framework. The findings contribute valuable insights to the discourse on education, community development, and sustainability.

*Keywords* —Impact Study, Community Development, Triple Bottomline Approach

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## INTRODUCTION

Educational institutions, as a pillar of social development, bear the social responsibility of empowering communities and transforming lives through knowledge and technology transfer through trainings, workshops, seminars, and technical advisories. Gonzales (2019) asserts that an integrated extension approach is required to effectively address multifaceted community issues. Dilao (2018) stated in her study on the impact of community extension programs on the residents of her community partner that issues in the community will not be addressed solely by local government officials or residents, but that they require a knowledge-based sector and the academe to come up with a scientific diagnosis with regard to the occurrences of problems in the community.

While extension services address community needs, they also align with the school's vision, mission, and goals. Thus, cognizant of its goal of pursuing excellence in Extension Services, the Northern Negros State College of Science and Technology (NONESCOST), as a social change partner, relentlessly implements extension programs and activities that are socially responsive to the needs of its service communities and complementary to the school's curricular offerings.

All extension services' programs and projects of Northern Negros State College of Science and Technology carry the banner name PaG-ULIKID that stands for "Partnership for Good: Unconstrained Life-improving Initiatives from the Kindhearted for the Impoverished and the Disadvantaged". As a Hiligaynon dialect, PaG-

ULIKID means “looking back to help” which exemplifies one of the most admirable values of Filipinos – “pagtanaw ng utang naloob”. This program seeks to create a “cycle of helping”, thus developing among people the value of altruism and the philosophy that “we want to help because we had been helped before”.

As an extension services program, this aims to make NONESCOST and partners closer to the community by providing services which are geared toward achieving good quality of life (Partnership for Good – “PaG”). It has no restrictions as to the nature of services to offer; its action shall be dependent to the results of needs assessment in the community, however shall give priority to its thrusts as identified below (Unconstrained Life-improving Initiatives “ULI”). In order to carry out these thrusts and priorities, NONESCOST, seeks partnership and linkages from the kind and willing private individuals, government organizations (GOs), and non-governmental organizations (NGOs) in local, national, and international levels for funding and services in kind (Kindhearted “K”). The prospective clients/beneficiaries are adults, children, students, out-of-school youths, housewives and husbands, elderly, etc who are less-fortunate and deprived of opportunities to improve life (Impoverished and Disadvantaged (ID)).

True to its commitment, NONESCOST Bachelor of Science in Business Administration (BSBA) Program has launched and implemented its extension program dubbed as “PaG-ULIKID PANGABUHAN: Empowering Community through Gender-Responsive Sustainable Livelihood Program” in GK Salvacion, Brgy. Lopez Jaena, Sagay City, Negros Occidental for approximately five (5) years along with skills trainings, technology transfer, and information drives. However, no assessment on the impact of the program to the recipients has been done yet. Henceforth, this study was conceptualized and carried out to find out the impact of NONESCOST BSBA’s extension

programs and activities to the lives of the beneficiaries.

## **OBJECTIVES OF THE STUDY**

The general purpose of this study is to describe the experiences community members on extension service program of the Business Administration Department of Northern Negros State College of Science and Technology (NONESCOST). Specifically, the study intended to determine the impact of the community extension program through the lens of the triple bottomline approach such as the people, planet, and profit.

## **METHODOLOGY**

### **Research Design**

This study utilized a qualitative research design with narrative inquiry to deeply understand and interpret the conversation partners' experiences with the impact of the NONESCOST BSBA extension service program on the lives of the beneficiaries in the community. It was firmly anchored on the premise that the researcher understood or made sense of their experiences through a narrative.

### **Subject of the Study**

The study was conducted in Gawad Kalinga Salvacion, Brgy. Lopez Jaena, Sagay City, Negros Occidental. To choose three conversation partners for the study, the researcher utilized specific inclusion criteria. Each conversation partner had to be a member of the Kalinga saTahianansa Salvacion Association (KATSA), which was one of the essential requirements. This ensured that participants were directly involved with the organization and had a vested interest in the welfare of the community. Second, a minimum five-year residency requirement was established within the community. This criterion sought to include individuals with a comprehensive understanding of the community's dynamics, history, and challenges. This long-term residency ensured that the conversation partners had a holistic understanding of the evolution of the community.

Lastly, an important criterion was at least three (3) years of active participation in the BSBA program's extension program. This criterion was crucial because it ensured that the selected conversation partners had a history of participation in educational initiatives aimed at community development. Their participation in the extension program demonstrated their dedication to enhancing their skills and contributing to the improvement of their community through educational channels.

The gatekeeper of this study is the president of the association who helped in identifying the qualified conversation partners and facilitated the schedule of interviews.

### **Data Gathering Procedure**

The researcher coordinated with the president of the association as to the possible conversation partners and facilitated the interview schedule. In gathering the data, the researcher conducted an interview. Interviews were conducted through face-to-face interviews and proper health protocols were observed. The researcher made them aware that their conversation was recorded using a handheld recorder. The conversation partners were given time to decide if they wanted to be interviewed. The interview was scheduled at the convenience of the participants upon allowing the researcher to interview them. The interview was conducted in a language the participant was comfortable with and easily understood. During the interview, conversation partners gave their consent, and the interviewer explained the content as well as the schedule and flow of the interview. The informants explained the interview's purpose and format, and confidentiality terms were discussed to maintain their complete anonymity. The researcher also provided the participant with his contact information. The research informed the conversation partner that she will be interviewed again.

After the interview, the interviewer clarified to the participant regarding the information she/he gave the researcher and dismissed the interviewee.

### **Data Analysis**

The study used the Van Kaam method of analysis. The validated transcripts were analyzed, and significant statements were listed and grouped. The researcher looked for recurring ideas, determined the similarities and differences, probed into the gaps, and eliminated irrelevant ideas. The refined data were then analyzed further and categorized into themes and patterns.

### **Ethical Consideration**

In doing research, the creation of explicit ethical considerations is a necessity (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014). First, the researcher began by seeking approval from the gatekeeper to access the conversation partners and asked them to engage in the study. Second, the researcher requested the conversation partners to fill out and sign the informed consent voluntarily after having been informed of the purpose of the study and their rights as conversation partners. The conversation partners have the right to answer those that they know and like and refuse to answer those that they do not know and dislike, and end their involvement anytime they want. Then, the researcher ensured the anonymity and confidentiality of the conversation partners' identity through the use of aliases and password-protected audio recording device for recording their responses. Finally, the researcher allowed the conversation partners to verify and check the truthfulness of the results of the findings. Correct procedures for data protection were observed, and extra measures and precautions were extended to protect data.

### **Results and Discussion**

Lei's journey started from a poor family, and she faced many challenges growing up. Despite not finishing college due to financial struggles, she always held onto her dreams. Now a hardworking entrepreneur and a mother of three, she's driven by her family's needs and her own aspirations.

Lei's kids look up to her as a role model. They see her determination and learn the value of never giving up. Even though she couldn't complete her education, Lei believes in the power of learning. When she heard about an extension program, she saw it as a chance not only to improve her own life but also to create positive changes in her community.

The idea of gaining more knowledge excited her, and she knew it could lead to better opportunities. Lei wasn't just thinking about herself—she wanted to show her family and her community that education could break the cycle of poverty. By participating in the program, she hoped to become a source of inspiration, showing that no matter where you start, you can make a difference through hard work and learning.

Lei's story is about overcoming obstacles, working tirelessly for her family, and aiming for a brighter future. She's an example of how the pursuit of knowledge and personal growth can impact not only an individual's life but also the lives of those around them.

Bea stands as the second participant in the researcher's conversations. She is a traditional woman with strong religious beliefs. Back when she was married, she worked as a utility worker. Life threw many challenges at her and her husband, who is a truck driver. Despite their difficulties, they managed to overcome their problems and make ends meet with a monthly income of less than Php5,000.00

Their lives took a positive turn when they joined an extension program. The knowledge they gained from this program led them to make some important changes in how they lived. Bea's outlook on life helped her stay strong even during tough times. She believes that facing challenges made her stronger. Her ability to stay positive allowed her to tackle the hurdles that came her way.

Bea's story shows her resilience and faith. She isn't afraid to admit her failures and always tries to learn from them. With the new skills she acquired, she's also focused on helping others. Her journey, along with her husband's, is a reminder that a hopeful attitude and continuous learning can make a real difference, even when dealing with life's hardships.

Cara is the third person in the researcher's conversations. She's a mother of three and works as a sugarcane plantation worker, also known as a "sakada." This means she's out there doing tough work in the fields.

Cara saw a chance to learn through an extension program and took it. What she learned really made a difference in her life.

Her job as a "sakada" shows how hardworking she is, and being a mother adds to her responsibilities. The things she learned in the program helped her make her life better and take care of her family. Cara's story teaches us that learning and working hard can bring good changes, even when life is challenging.

The researcher constructed three (3) themes after the rigorous data explication: People, Planet & Profit.

### **People**

The participant's responses indicate that the program can help them due to the fact that it can buy their needs, can serve as their source of livelihood and it provide jobs to them that can help them on their daily basis.

*Lei:* I learned how to sew. I don't know how to use a sewing machine before. I also don't know how to cut. My mother-in-law is the one who sews our shirts, but now I can do it on my own. Because of the program, it *has helped me and my family a lot. If we have needs, we can buy it because we*

were compensated in sewing masks, school uniforms, and tote bags.

*Cara: We have a poor income before the program. It is really good that they chose us because this livelihood now gave us another source of income. It helps us one way or another and I look on it positively.*

In terms of acquiring their skills and sewing techniques, they acknowledge these skills through the trainings provided by the program. They also appreciate working toward each other.

*Bea: I coordinated with my colleagues to achieve the same goals, and I improved my time management skills in handling tasks. Further, I learned a lot of skills from this program. One example is sewing. I learned how to use sewing machine. They gave us patterns for bags, shirts, pants, facemasks, and pouches which made it easier for us to make the products.*

*Lei: We should work as a team. Everyone has to cooperate. We should help each other and have partnership. You should share what you have learned.*

*Cara: We share what we have learned to those who doesn't know. There are some who doesn't want to share but most of us are willing to teach others what we know and we help each other with the projects given to us. Our community really practice cooperation through this program.*

Dugyon (2016) in his study revealed that extension programs have contributed to the communities especially in enhancing the knowledge and skills of the residents.

### **Planet**

The participant's responses denote the recycling process of their scraps fabrics and they transform it into something that has value. In addition, some of the conversation partners, when they go to the market, they don't use plastics anymore because the bags that they sew is the one that they use when they go to the market.

*Cara: We were able to recycle the fabric scraps. We made pillows and rags out of it. I can say, it greatly helped us.*

*Lei: We don't use plastic bags anymore because we already have the eco-bag we made. We made pillow sheets out of fabric scraps. I can say that it has an impact in the environment of our community*

*Bea: It really helped us. We made grocery bags and we use it when we go to the market. We even made pillow sheets, foam covers, and rags out of fabric scraps. We don't buy these things for our home anymore.*

### **Profit**

The participant's response shows that the program has helped them to improve their life somehow due to the reason that they don't have any income before but when the program has arrived, they have expenses to support their family. Furthermore, some of the conversation partners added that it can serve as their extra income due to the reason that only one member of the family has the capacity to provide their needs but with the help of the program, they were given the opportunity generate extra income.

*Cara: We don't have any income before, but because of this program, we were able to provide for our family. The masks were easy to sew because we already know how to use the sewing machines.*

*Lei: It helped me because my husband has no job before. Now, we have a sideline that helps with our daily expenses.*

*Bea: Before the program, we don't have anything to do after we are done with house chores. But now, we have something to do. Our free time has a purpose. We don't waste time staying outside just to hangout because we already have something, we can use our free time with. My husband has a P2,500.00 income every 15 days so we have P5,000.00 monthly income but because of the program, we have another source of income that helped me pay for my debts and upgrade my phone for communication. I plan to use the money I will gain from this program to make a comfort room or*

*buy tiles. However, if it will not be in full, I might just pay my debt.*

Magnaye & Ylagan, (2021) affirms that extension activity is very useful in providing them ideas on how to start even a small business to earn a small income that may augment their budget to buy the basic needs for the family.

### **GENERAL STATEMENT**

After attentively listening to the heartfelt stories of our conversation partners, the researcher is eager to share these findings, which demonstrate the significant impact of the extension program. Recognizing their potential to motivate others, these findings are being disseminated, recognizing their significance for those who can benefit from this research. A distinct and potent theme emerges from the shared experiences of the participants.

Socially, environmentally, and economically, the extension program has genuinely improved their lives in a variety of ways. On a social level, participants acquired new abilities and a sense of community collaboration. The program fostered a spirit of mutual assistance by serving as a platform for both individual and group development.

Participants began adopting sustainable practices as their environmental consciousness increased. They embraced ideas such as reusing, recycling, and reducing plastic use not only as a way to help the environment, but also as a way to encourage their communities to live responsibly.

The impact was undeniable in the field of economics. The extension program opened the door to improved livelihoods, providing additional income possibilities. After completing the program, the transformation from financial struggle to empowerment is evident and significant.

Collectively, the presented narratives paint a picture of extensive advancement. From personal growth to environmental awareness, and from

enhanced finances to strengthened community ties, the extension program emerges as a symbol of significant change. This study enthusiastically celebrates the real and significant improvements it has made in the lives of our valued conversation partners. It highlights the efficacy of concentrated efforts in shaping a better future for all, reinforcing the ability of well-considered initiatives to produce long-lasting positive change.

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