

**Impact Assessment on the Capability Building of
Personnel Working on Violence Against Women and
Children in Bukidnon, Philippines**

**Hazel E. Soliven¹; Maryjoy S. Bacus²; Anecil S. Quijano-Pagutayao²;
Jenyliza T. Uchang³; Anabelle B. Beronio¹; Karen Debie J. Cosrojas⁴**

Department of Agribusiness Management, College of Agriculture¹
Department of Agricultural Education and Extension, College of Agriculture²
Department of Professional Education, College of Education³
Department of Agricultural Economics, College of Agriculture⁴
Central Mindanao University
University Town, Musuan, Maramag, 8714 Bukidnon

Abstract

This research study conducts an impact assessment on the capability building for barangay officials and other personnel working for Violence Against Women and Children (VAWC) conducted by the Behavioral Sciences Department of the College of Arts and Sciences in the municipalities of Maramag and Manolo Fortich and the cities of Valencia and Malaybalay, Bukidnon. Specifically, it aims to 1) determine the profile of the respondents 2) impact assessment on the extension project zeroing on four domains namely: knowledge, skills, values and attitudes, and environmental impact; and, 3) challenges encountered during planning, implementation and evaluation phase. The study used descriptive research design with semi-structured survey questionnaire as the main instrument, which was pre-tested with a Cronbach alpha of 0.975 before data gathering through personal interview. A total of 136 respondents were included in the study using stratified random sampling. Frequency, percentages, and t-tests were used as statistical tools. Result shows that majority of the respondents are middle-aged, females, married, with single-family type of household, Cebuanos, Roman Catholic, speaks the Bisaya language, college graduates, and Barangay Kagawad as their occupation. Moreover, the respondent's knowledge, skills, values and attitudes, and environmental impacts significantly differ before and after the capability-building activities. The respondents never experienced problems, trials, or challenges from the planning stage to the implementation stage until the evaluation stage. It is highly recommended that the Department of Behavioral Sciences will conduct comparable extension activities in other barangays to increase their community service.

ISSN: 1533 - 9211

**CORRESPONDING
AUTHOR:**

Hazel E. Soliven

hazelesoliven109@gmail.com

KEYWORDS:

Impact assessment,
VAWC workers,
capability building

Received: 09 October 2023
Accepted: 17 October 2023
Published: 31 October 2023

TO CITE THIS ARTICLE:

Soliven, H. E., Bacus, M. S., Quijano-Pagutayao, A. S., Uchang, J. T., Beronio, A. B., & Cosrojas, K. D. J. (2023). Impact Assessment on the Capability Building of Personnel Working on Violence Against Women and Children in Bukidnon, Philippines. *Seybold Report Journal*, 18(08), 90-111. [DOI:10-5110-77-1026](https://doi.org/10.5110/77-1026)

INTRODUCTION

In the Philippines, Republic Act 9262, or the Anti-Violence Against Women and their Children Act of 2004, penalizes domestic violence against women and their children. The law covers physical, psychological, sexual, and economic abuses committed by intimate partners like their husband or ex-husband, live-in partner or former live-in partner, boyfriend/girlfriend or ex-boyfriend/ex-girlfriend, dating partner or former dating partner (Philippine Commission on Women, 2022). Moreover, an Inter-agency Council on VAW and their Children (IACVAWC) was created to ensure the effective implementation of the law by establishing efficient systems and mechanisms in government. It also capacitates service providers and develops community-based programs to address issues on VAWC. Data revealed that in 2022, the number of cases of violence against women and children reported in the Philippines from 2016-2022 reached about 7.42 thousand, indicating a decrease from the previous year. The number of such violent cases in the country has gradually declined in the past seven years (Statistica, 2023).

CMO No. 46, s. 2012 stipulates that one of the missions of the Philippine Higher Education system is to help improve Filipinos' quality of human life, respond effectively to changing societal needs and conditions, and provide solutions to problems at the local community, regional, and national levels. Central Mindanao University is directed to conduct extension services as a higher institution by creating more preventive measures and programs to address VAWC-related issues. Thus, the Department of Behavioral Sciences of the College of Arts and Sciences conducted various capability building for Barangay Officials working for VAWC to enable barangay VAWC workers to be gender sensitive and responsive to their clientele and be equipped with proper counseling skills in handling VAWC victims in the barangay level.

This study seeks to assess the impact of the extension project conducted by the Department of Behavioral Sciences, particularly the Sociology, and Psychology in the selected municipalities of Bukidnon from October 2018 – September 2019 among barangay officials and other personnel working for VAWC.

Objectives

The objectives are as follows: 1) determine the profile of the respondents concerning age, gender, civil status, type of household, religious affiliation, ethnic origin, language spoken, educational attainment, and occupation; 2) impact assessment on the extension project zeroing on these four (4) domains

namely: knowledge, skills, values and attitudes, and environmental impact; 3) challenges encountered during planning, implementation and evaluation phase.

Methodology

Research Design

A descriptive research design was utilized to describe the respondents' profiles. It also accounts for the respondents' assessment of the impact of the extension project concerning acquired knowledge, skills, values and attitudes, environmental impact, and project evaluation. Percentages, frequency counts, and t-tests were used to treat data along the respondents' profiles. In addition, the 5-point Likert scale was used to determine the impact of the extension project on the respondents' acquired knowledge, skills, values, attitudes, and environmental impact as a result of the capability building for Barangay officials and other personnel working for VAW conducted by the Department of Behavioral Sciences of the College of Arts and Sciences. This will enable barangay VAWC workers to be gender sensitive and responsive to their clientele and be equipped with proper counseling skills in handling VAWC victims at the barangay level.

Locale of the Study

Bukidnon is a landlocked province in Northern Mindanao, Bukidnon is located in the heartland of Mindanao. It is linked to Davao in the south and Misamis Oriental in the north of the island. Topography is predominantly a rolling tableland of grass with an average elevation of 915 meters. The terrain is characterized by low plains alternating with rolling uplands, deep canyons, and valleys. It lies between the parallels 7'25' and 8'38' north latitude and meridians 124'16' east longitude. The region is characterized by mountainous terrains, often considered marginal farmlands. The sloping farmlands of Bukidnon are home to indigenous and smallholder farmers and record some of the highest poverty incidents in the region.

Bukidnon is one province under Region 10. It has bountiful resources and possible engagements for various sources of income. It is the home of the world's most extensive pineapple plantation. This project was conducted in Bukidnon's selected municipalities: Manolo Fortich, Malaybalay City, Valencia City, and Maramag. The capital of Bukidnon is Malaybalay City, with a land area of 969.19

square kilometers or 374.21 square miles, constituting 9.23% of Bukidnon's total area. Its population, as determined by the 2020 Census, was 190,712, representing 12.37% of the total population of Bukidnon province. Another project site is Manolo Fortich, which has a land area of 413.60 square kilometers or 159.69 square miles, constituting 3.94% of Bukidnon's total area. Its population, as determined by the 2020 Census, was 113,200, representing 7.34% of the total population of Bukidnon province. Valencia City is another city in the province considered the center of commerce and trade. The city has a land area of 587.29 square kilometers or 226.75 square miles, constituting 5.59% of Bukidnon's total area. Its population, as determined by the 2020 Census, was 216,546, representing 14.05% of the total population of Bukidnon province. The last project site is the municipality of Maramag, which has a land area of 447.26 square kilometers or 172.69 square miles, constituting 4.26% of Bukidnon's total area. Its population, as determined by the 2020 Census, was 108,293, representing 7.03% of the total population of Bukidnon province (PhilAtlas, 2023).



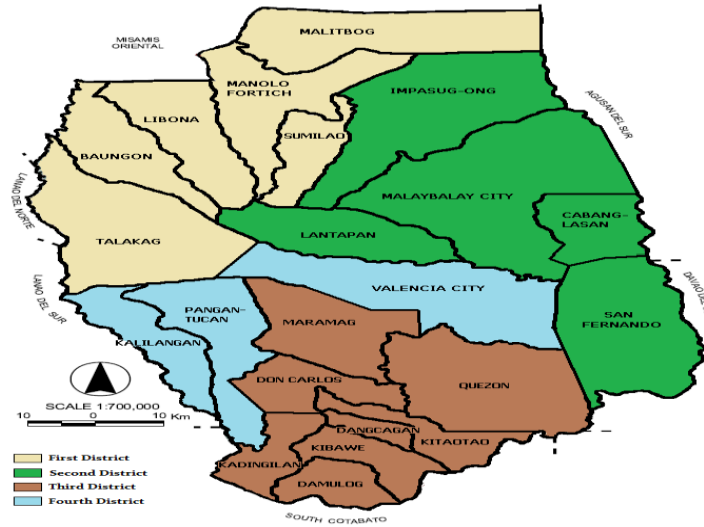


Figure 1. Map of the Philippines and Bukidnon showing the locale of the study

Respondents and Sampling Procedure

The study's respondents were the beneficiaries of the extension project, particularly the barangay officials and other personnel working for VAWC. They are the best people to share their experiences and life changes after the project implementation. This study employed stratified random sampling as a sampling procedure.

Data Gathering Techniques

A semi-structured questionnaire was used to gather primary data through guided interviews and surveys. The questionnaire was developed and tailored to the objectives of the capability building conducted by the Department of Behavioral Sciences of the College of Arts and Sciences. The questionnaire was written in English first but then translated into the local dialect of the respondents during the interview. Some items in the questionnaire were partially close-ended to collect raw data from the respondents. At the same time, open-ended questions were used during the focus group discussion (FGD). Focus group discussions were conducted to generate data to capture the group's opinion on the subject matter and to ascertain the triangulation of information.

Research Instrument

A researcher-made survey questionnaire is the main instrument used in this study. It was pre-tested before the data gathering and subjected to Cronbach's alpha validity and reliability tests. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered a measure of scale reliability (UCLA, 2023). The research questionnaire has a Cronbach alpha of 0.975 and comprises four (4) parts. Part I covers the profile of the respondents. Part II presents the impact of the extension project provided to the community. Part III includes the challenges and problems encountered by the College and the respondent-beneficiaries in implementing the extension project. Part IV is the overall project evaluation.

Results & Discussions

Table 1 presents the profile of the respondents. One hundred thirty-six (136) respondents were interviewed out of the 239 training participants from Manolo Fortich, Malaybalay City, Valencia City, and Maramag, Bukidnon. It shows that forty-seven percent (47%) of the respondents are 41-50. It has a mean age of 49, meaning the respondents are middle-aged.

Table 1. Profile of the respondents.

Age	Frequency	Percent
21-30	6	4.4
31-40	24	17.65
41-50	47	34.56
51-60	40	29.41
61-70	19	13.98
TOTAL	136	100
Mean Age		
<hr/>		
Gender		
Male	37	27.2
Female	99	72.8
TOTAL	136	100
<hr/>		
Civil Status		

Single	19	14
Married	106	77.9
Widow	10	7.4
Separated	1	0.7
TOTAL	136	100
<hr/>		
Type of Household		
Single Family	123	90.4
Extended Family	13	9.6
TOTAL	136	100
<hr/>		
Religious Affiliation		
Roman Catholic	95	69.8
Seventh Day Adventist	13	9.6
Baptist	13	9.6
Iglesia ni Cristo	5	3.6
Born Again	10	7.4
TOTAL	136	100
<hr/>		
Ethnic Origin		
Cebuano	88	64.8
Talaandig	25	18.4
Ilonggo	12	8.8
Tagalog	1	0.7
Kapampangan	1	0.7
Boholano	7	5.1
Bukidnon	2	1.5
TOTAL	136	100
<hr/>		
Language Spoken		
Bisaya	116	85.3
Ilonggo	15	11
TAgalog	2	1.5
Ilokano	2	1.5
Kapampangan	1	0.7

TOTAL	136	100
Educational Attainment		
Elementary level	3	2.2
Elementary graduate	3	2.2
High School level	12	8.8
High School graduate	14	10.4
College level	35	25.7
College graduate	66	48.5
Post Graduate	3	2.2
TOTAL	136	100
Occupation		
Barangay Captain	31	22.8
Barangay Councilor	35	25.8
Barangay Secretary	35	25.8
Police Officer	2	1.4
Non-Uniform Personnel	2	1.4
VAWC Officer	29	21.4
CSWDO	2	1.4
TOTAL	136	100

Moreover, it reveals more female respondents (72.8%) than male respondents (27.2%). Six out of one hundred thirty-six respondents (77.9%) are married. Data indicates that most barangay officials and other personnel working for VAWC are married and have families to support. Also, one hundred twenty-three (90.4%) have a single-family type of household. Generally, respondents are Cebuano (64.7%), their religion is Roman Catholic ((69.9%), and most of them are Bisaya (85.3%). This statement was supported by the National Statistics Authority (2010), that the highest proportion of ethnic groups in Mindanao is Cebuano. Also, sixty-six, or 48.5 %, are college graduates, thirty-five, or 25.7%, are college-level, and only 3, or 2.2%, are either elementary or elementary graduates and have post-graduate studies. Lastly, thirty-five, or 25.7%, have an occupation of Barangay Kagawad and Barangay Secretary, while Barangay Captain comprises 22.8%. Twenty-nine, or 21.3%, are VAWC personnel, with 2.9% coming from the City DSWD and 1.5% are police officers.

Impact Assessment of Respondents on the Extension Services of the College of Arts and Sciences, particularly the Behavioral Sciences Department, includes Sociology and Psychology faculty members.

The impact of the different Extension Services along with the three domains, namely knowledge (cognitive), is shown in Table 2.1; skills (psychomotor) in Table 2.2; and attitudes and values (affective) in Table 2.3. The knowledge is verified regarding how knowledgeable the respondents perform the assigned roles and functions. On the other hand, skills are manifested in how well they apply in the field, the seminars, and the training the College provides. Finally, the attitudes and values, though difficult to measure, are primarily exhibited through their attitudes towards their work.

Table 2.1 Acquired Knowledge of Respondents

INDICATOR	Before		After	
	Mean score	Descriptive Value	Mean score	Descriptive Value
I have knowledge that gender not only refers to women	3.58	Agree	5	Strongly Agree
I have knowledge that poverty has the same effect on women and men	3.65	Agree	5	Strongly Agree
I have knowledge that men do not have the right to beat their wives	3.51	Agree	4.99	Strongly Agree
I have knowledge that in a family where the man is the breadwinner, and the woman takes care of the house and the children, the man has no right to make all significant decisions for the family	3.03	Undecided	5	Strongly Agree
I have knowledge that family planning is not the sole responsibility of women because they are the ones who get pregnant	3.53	Agree	5	Strongly Agree
I have knowledge that if a family cannot support the education of all the children, it is not right to prioritize the education of the sons since daughters will be married off to other men	3.33	Undecided	5	Strongly Agree

I have knowledge that the government should formulate separate programs for women and men because the two have different needs	3.96	Agree	5	Strongly Agree
I have knowledge that a husband has no right to demand sex from his wife anytime that he likes	3.51	Agree	5	Strongly Agree
I have knowledge that housework does contribute to family welfare, even if it is unpaid	3.38	Undecided	5	Strongly Agree
I have knowledge that women who wear sexy clothes do not deserve to be raped	3.66	Agree	5	Strongly Agree
I have knowledge that men and women can be both better decision-makers	3.55	Agree	5	Strongly Agree
I have knowledge that women are not weaker than men	3.46	Undecided	4.72	Strongly Agree
I have knowledge that all laws are generally fair to both women and men	3.95	Agree	5	Strongly Agree
I have knowledge that educating women makes them better mothers and wives	3.54	Agree	5	Strongly Agree
I have knowledge that men are by nature should not be violent and ill-tempered	3.35	Undecided	5	Strongly Agree
Weighted Mean	3.53	Agree	4.98	Strongly Agree

Legend:

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

As shown in Table 2.1, the respondents firmly acknowledged that through the extension services of the College, they became more knowledgeable after the training, with a weighted mean of 4.98 compared to their knowledge before the training, which has a mean score of 3.53. Hence, the study revealed that the respondents became well versed in that the government should formulate separate programs for women and

men because the two have different needs and that all laws must be fair to both women and men. Furthermore, family planning is not women's sole responsibility, and poverty has the same effect on women and men. Not only that, they became more conscious and knowledgeable that men do not have the right to beat their wives and that husbands have no right to demand sex from their wife anytime that he likes. Also, they strongly confirmed that women are not weaker than men; educating women makes them better mothers and wives and that men and women can be better decision-makers. Likewise, they became more conscientious that men should not be violent and ill-tempered and have no right to make all significant decisions for the family, even if he is the sole breadwinner. Moreover, their knowledge that gender not only refers to women and that women who wear sexy clothes do not deserve to be raped has improved. Lastly, they are knowledgeable that it is not right to prioritize the sons' education since daughters will be married off to other men and that housework does contribute to family welfare even if it is unpaid.

On the other hand, Table 2.2 shows the effect on the respondents' acquired skills. Before the training, they were undecided on their skills, with a weighted mean of 3.50. After the training, the respondents strongly agreed that they became more competent in the assigned task, with a weighted mean of 4.98. They are already skillful in understanding sex characteristics (nature and nurture), evaluating the development and implications of gender stereotyping, citing ways to address gender issues, evaluating gender biases and issues, defining counseling, and demonstrating basic facilitating and counseling skills. Moreover, they are already skillful in explaining the concept of sex and its related concepts about gender roles, gender role socialization, and other related concepts. They already have skills in various agents of gender role socialization, gender bias, and gender issues and skills in identifying manifestations of gender biases/issues. Finally, they developed skills in increasing the level of gender awareness, describing the goals of counseling, demonstrating the stages of the counseling process, and the personal characteristics of the counselor.

Table 2.2. Acquired Skills of Respondents

INDICATOR	Before		After	
	Descriptive		Descriptive	
	Mean	Value	Mean	Value
I have skills in explaining the concept of sex and its related concepts	3.74	Agree	5	Strongly Agree

I have skills in understanding sex characteristics (nature and nurture)	3.25	Undecided	5	Strongly Agree
I have skills in gender roles, gender role socialization, and other related concepts	4.09	Agree	5	Strongly Agree
I have skills in discussing the various agents of gender role socialization	3.84	Agree	5	Strongly Agree
I have skills in evaluating the development and implications of gender stereotyping	3.15	Undecided	5	Strongly Agree
I have skills in defining gender bias and gender issues	3.58	Agree	5	Strongly Agree
I have skills in identifying manifestations of gender biases/issues	3.78	Agree	5	Strongly Agree
I have skills in increasing the level of gender awareness	3.63	Agree	5	Strongly Agree
I have skills in citing ways to address gender issues	3.35	Undecided	5	Strongly Agree
I have skills in evaluating the ways to address gender biases and issues	3.13	Undecided	5	Strongly Agree
I have skills in defining counseling	3.49	Undecided	5	Strongly Agree
I have skills in describing the goals of counseling	3.7	Agree	5	Strongly Agree
I have skills in demonstrating the stages of the counseling process	3.65	Agree	4.72	Strongly Agree
I have skills in describing the personal characteristics of the counselor	3.58	Agree	5	Strongly Agree
I have skills in demonstrating basic facilitating and counseling skills using SOLERS	3.21	Undecided	5	Strongly Agree
Weighted Mean	3.50	Agree	4.98	Strongly Agree

Legend:

1.00-1.50 - Strongly Disagree

- 1.51-2.50 - *Disagree*
- 2.51-3.5 - *Undecided*
- 3.51 – 4.5 - *Agree*
- 4.51-5 - *Strongly Agree*

Attitude is defined as a set of views, beliefs, and norms about the individuals surrounding; it is where the person forms a favorable or unfavorable reaction towards the technology (Mosae & Ommani, 2011). Moore (2011) added that it is the individual's feelings about performing a particular behavior. Table 2.3 shows the impact assessment of the respondents as manifested through their attitudes and values toward work. Before the training, they were undecided on their values and attitudes, with a weighted mean of 3.49. After the training, it can be gleaned from the table that there is a significant change in their values and attitudes toward work, as it has a weighted mean of 4.99. The respondents claimed that community development is manifested economically but on behavioral, social, and environmental dimensions. To attain this, they should display the core values of good artistry in performing their duties by having wholesome work habits, attitudes, and values toward efficiency, productivity, and sustainability. They claimed that wholesome work habits, attitudes, and values towards efficiency, productivity, sustainability, discipline, love for work, and empathy in dealing with constituents are essential. Moreover, it is also essential to be committed to participating in the activities of the barangay, to be sensitive to the community's needs, and to be responsive to the community's needs, problems, and issues. Lastly, they believed that enhancing knowledge on gender sensitivity and counseling performance skills is imperative to perform their jobs better as front liners helping VAWC victims at the barangay level and the importance of fostering partnerships with CMU and LGUs.

Table 2.3. Acquired Values and Attitudes of Respondents

INDICATOR	Before		After	
	Mea n	Descriptiv e rating	Mea n	Descriptive rating
I appreciate the significance of building a partnership between CMU and LGUs	3.33	Undecide d	5	Strongly Agree

I display the core values of good artistry in the performance of my duties	3.96	Agree	5	Strongly Agree
I am vigilant in the observation of the safe implementation of activities	3.66	Agree	5	Strongly Agree
I believe that community development is not only manifested in economic but in behavioral, social, and environmental dimensions as well	3.79	Agree	5	Strongly Agree
I have wholesome work habits, attitudes, and values toward efficiency, productivity, and sustainability	2.96	Undecided	5	Strongly Agree
I value discipline, love for work, and empathy in dealing with constituents	3.43	Undecided	5	Strongly Agree
I am responsive to community needs, problems, and issues.	3.99	Agree	5	Strongly Agree
I am sensitive to the needs of the community.	3.71	Agree	5	Strongly Agree
I am committed to participating in the activities of the barangay	3.32	Undecided	5	Strongly Agree
I am attentive during the counseling process	3.9	Agree	5	Strongly Agree
I am ethical during counseling	3.16	Undecided	5	Strongly Agree
I developed gender sensitivity for gender-responsive handling of VAWC cases	3.58	Agree	5	Strongly Agree
I exhibited facilitating and listening skills for effectively dealing with VAWC victims	3.42	Undecided	5	Strongly Agree
I believe in the importance of legal guidelines and procedures applied to VAWC cases	3.19	Undecided	4.93	Strongly Agree
I believe that enhancement of knowledge on gender sensitivity and counseling performance skills is imperative to better perform our jobs as front liners helping VAWC victims at the barangay level	3.82	Agree	5	Strongly Agree

Weighted Mean	3.49	Undecided	4.99	Strongly Agree
---------------	------	-----------	------	----------------

Legend:

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

Table 3 shows the impact assessment of the respondents as demonstrated through their actions towards the environment. The respondents rated their actions towards the environment before and after the study as 3.75 and 4.95, respectively. The respondents claimed they know how to preserve the environment by properly disposing of waste materials. They are encouraged to conserve the environment by transforming unused household materials into something of value through the collection and recycling of unused materials. They try to maintain and promote implementing environmentally sound waste management systems in their home and the community by sharing ideas on utilizing recyclable materials and proper monitoring and promoting cleanliness.

Table 3. Impact Assessment of Respondents on the Environment

INDICATOR	ENVIRONMENTAL IMPACT			
	Before		After	
	Mean	Descriptive Value	Mean	Descriptive Value
I am aware of preserving the environment through adequately disposing of waste materials.	3.27	Undecided	4.96	Strongly Agree
I am aware of conserving the environment by transforming unused household materials into something of value.	3.93	Agree	5	Strongly Agree
I am aware of collecting and recycling unused materials for the conservation of the environment	3.77	Agree	5	Strongly Agree

I am aware of sharing my ideas on utilizing recyclable materials.	3.68	Agree	4.72	Strongly Agree
I am aware of the importance of proper monitoring and promoting cleanliness.	3.97	Agree	5	Strongly Agree
I am aware of promoting and implementing environmentally sound waste management systems in our home and community.	3.9	Agree	5	Strongly Agree
Weighted Mean	3.75	Agree	4.95	Strongly Agree

Legend:

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

The t-test result as reflected in Table 4 reveals that knowledge_Before (M=3.53, sd=.27) and knowledge_After (M=4.98, sd=.03) indicate that the extension activities conducted resulted in the improvement in the knowledge of the respondents, $t(135)=-59.711, p=.000$.

The result from the skills_Before (M=3.54, sd=.24) and skills_After (M=4.98, sd=.03) indicate that the extension activities conducted resulted in the improvement in the skills of the respondents, $t(135)=-65.295, p=.000$.

The result from the Values and Attitudes _Before (M=3.55, sd=.24) and Values and Attitudes _After (M=4.99, sd=.02) indicate that the extension activities conducted resulted in the improvement in the Values and Attitudes of the respondents, $t(136)=-70.765, p=.000$.

In terms of environmental impact, the result from the Environmental impact_Before (M=3.72, sd=.28) and Environmental impact_After (M=4.95, sd=.09) indicate that the extension activities conducted resulted in the improvement in the Environmental Impact of the respondents, $t(135)=-54.380, p=.000$.

Table 4. T-test results on the Assessment of the Conducted Extension Activity in terms of Knowledge, Skills, Values, Attitudes, and Environmental Impact

	Mean	sd	t	p-values
Knowledge_Before	3.53	.27	-59.711	.000
Knowledge_After	4.98	.03		
Skills_Before	3.50	.24	-65.295	.000
Skills_After	4.98	.03		
Values and Attitudes Before	3.49	.24	-70.765	.000
Values and Attitudes After	4.99	.02		
Environmental Before	3.72	.28	-54.380	.000
Environmental After	4.95	.09		

Based on the respondents' answers, they never experienced problems, trials, or challenges from the planning stage to the implementation stage until the evaluation stage as shown in Table 5.

Table 5. Challenges Encountered Along Planning, Implementation, and Monitoring of Extension Services

A. Planning	Frequency (Answered No)	Percentage
1. There is no direct focal person to contact and discuss the concerns and needs of the Barangay.	136	100%
2. Lack of involvement of fellow barangay officials in the planning stage.	136	100%
3. There needs to be a clear understanding between the Barangay and the College in the conduct of Extension Activities.	136	100%
4. Lack of communication between the Punong Barangay and the extension coordinator of the College.	136	100%
5. Lack of proper consultation by the College to the Barangay.	136	100%
B. Implementation	Frequency	Percentage

	(Answered No)	
1. Lack of financial resources to fund extension activities that demand barangay counterparts.	136	100%
2. Lack of support from barangay officials.	136	100%
3. Lack of time to participate/attend in the activities conducted	136	100%
4. Lack of equipment in support of extension services.	136	100%
5. Difficulty understanding the lectures during the training/seminar.	136	100%
6. Lack of cooperation among the residents to attend seminars/trainings conducted.	136	100%
<hr/>		
C. Evaluation	Frequency (Answered No)	Percentage
1. The proximity of the adopted barangay was far, making it difficult to conduct regular on-site monitoring.	136	100%
2. Vehicles are inaccessible to reach barangay anytime.	136	100%
3. Lack of time by the College Extension Coordinator and implementers to monitor the project	136	100%

The respondents strongly agree ($M=4.84$) that the training and activities are highly relevant, address the identified problems based on the needs of the participants, and are linked to intended effects as presented in Table 6. The practical project improved their knowledge about gender sensitivity counseling and performance skills, attained the outlined objectives, and ensured that activities were used appropriately. They also strongly agree that the activities conducted were cost-efficient; thus, objectives were achieved at the least cost. The services were provided in time, and the impacts were achieved within the appropriate period. Not only that, the knowledge gained is continually being used or shared, and the skills acquired are continually practiced. With their knowledge, skills, values, and attitudes, they are confident that outputs and outcomes that are of use will be continually practiced that would benefit their community. Overall, they are glad they participated in the extension activities conducted by Central Mindanao University

College of Arts and Sciences.

Table 6. Distribution of respondents according to program evaluation

Statements	Mean	Descriptive Value
1. The project activities are reasonably linked to the intended effects.	4.53	Strongly Agree
2. The project addressed the identified problems.	4.71	Strongly Agree
3. The project is based on the needs of the participants.	4.57	Strongly Agree
4. The project improved my knowledge of gender sensitivity	4.56	Strongly Agree
5. The project improved my counseling performance skills	4.71	Strongly Agree
6. The project has attained its outlined objectives.	4.64	Strongly Agree
7. The activities were used appropriately.	4.64	Strongly Agree
8. The activities conducted were cost-efficient.	4.78	Strongly Agree
9. The objectives were achieved at the least cost.	4.64	Strongly Agree
10. Services were provided on time.	4.57	Strongly Agree
11. Impacts were achieved within the appropriate period.	4.86	Strongly Agree
12. The knowledge gained is continually being used or shared.	4.63	Strongly Agree
13. The skills acquired are continually being practiced.	4.89	Strongly Agree
14. The project resulted in other outcomes or outputs that are used continually and benefit the community.	4.84	Strongly Agree

Legend:

<i>1.00-1.50</i>	-	<i>Strongly Disagree</i>
<i>1.51-2.50</i>	-	<i>Disagree</i>
<i>2.51-3.5</i>	-	<i>Undecided</i>
<i>3.51 – 4.5</i>	-	<i>Agree</i>
<i>4.51-5</i>	-	<i>Strongly Agree</i>

Conclusion

Based on the results, the following conclusions were derived:

The majority of the respondents were middle-aged (41-50 years old), females, married, with single-family type of household, Cebuanos, Roman Catholic, speaks the Bisaya language, college graduates, and Barangay Kagawad as their occupation.

The respondent's knowledge, skills, values and attitudes, and environmental impacts significantly differ before and after the capability-building activities;

The respondents never experienced problems, trials, or challenges from the planning stage to the implementation stage until the evaluation stage, and

Recommendation(s)

With the conclusions above, the following are now recommended:

The College of Arts and Sciences, particularly the Department of Behavioral Sciences, will conduct comparable extension activities in other barangays to increase its community service, which will, later on, be a source for a comparative impact study assessment;

For better coordination, the capacitated barangay should assign a barangay official who will take charge of extension, partnerships, and linkages;

To ultimately operationalize the boundary of instruction and extension, the faculty members must be given enough time for the extension activities.

COMPETING INTERESTS

The authors have no competing interests to declare.

Acknowledgement

The College of Agriculture of Central Mindanao University faculty members thank the University President, Dr. Jesus Antonio G. Derije, and the Vice President for Research, Development, and Extension, Dr. Alan P. Dargantes, for their all-out support. Also, they would like to acknowledge all the people behind the success of this Research study for their whole-hearted support and cooperation during this research activity.

Author's Affiliation

Hazel E. Soliven¹; Maryjoy S. Bacus²; Ancil S. Quijano-Pagutayao²; Jenyliza T. Uchang³; Anabelle B. Beronio¹; Karen Debie J. Cosrojas⁴

Department of Agribusiness Management, College of Agriculture¹

Department of Agricultural Education and Extension, College of Agriculture²

Department of Professional Education, College of Education³

Department of Agricultural Economics, College of Agriculture⁴

Central Mindanao University, University Town, Musuan, Maramag, 8714 Bukidnon, Philippines

COPYRIGHT:

© 2023 The Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC-BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. See <http://creativecommons.org/licenses/by/4.0/>. *Seybold Report* is a peer-reviewed journal published by Seybold Publications.

HOW TO CITE THIS ARTICLE:

Soliven, H. E., Bacus, M. S., Quijano-Pagutayao, A. S., Uchang, J. T., Beronio, A. B., & Cosrojas, K. D. J. (2023). Impact Assessment on the Capability Building of Personnel Working on Violence Against Women and Children in Bukidnon, Philippines. *Seybold Report Journal*, 18(08), 90-111. [DOI:10-5110-77-1026](https://doi.org/10.5110-77-1026)

References

- Alemu, A., Maetens, M., Deckers, J., Bauer, H., & Mathijs, E. (2016). Impact of Supply Chain coordination on honey farmers' income in Tigray, Northern Ethiopia. *Agricultural Food Economics*, 4-9.
- Bonye, S., Alfred, K., & Jasaw, G. (2012). Promoting Community-based extension agents as an alternative approach to formal agricultural extension service delivery in Northern Ghana. *Asian Journal of Agricultural Rural Development*, 2 (1): 76 - 95.
- Christoplos, I., & Kidd, A. (2000). *Guide for monitoring, evaluation and joint analyses of pluralistic extension support*. Lindau: Neuchatel Group.
- Food and Agriculture Organization of United Nations. (2010). Retrieved from Ethiopia Country Brief: www.fao.org/countries/55528/en/eth
- Montalbo, E. (2016, August 9). *Impact Assessment of the Community Extension Programs of AB Mass Communication and Paralegal Studies towards Community Development*. Retrieved from www.researchgate.net: www.researchgate.net/scientific-contributions/2114073009
- PhilAtlas. (2023, August 29). Retrieved from PhilAtlas: www.philatlas.com
- Plan, P. D. (2023, August 29). *Philippine Development Plan 2011-2016*. Retrieved from Philippine Development Plan : www.neda.gov.ph/wp-content/uploads/2013/10/pdprm2011-2016
- Statistica. (2023). *Number of cases of violence against women and children Philippines 2016-2022*. Manila: Statistica Research Department.
- Swanson, B. (2008). Global review of good agricultural extension and advisory service practices. *Food and Agriculture Organization of United Nations*.
- UCLA. (2023, August 29). *Advanced Research Computing: Statistical Methods and Data Analytics*. Retrieved from What does Cronbach's Alpha Mean?: <https://stats.oarc.ucla.edu/>
- Women, P. C. (2022, July 21). *Philippine Commission on Women*. Retrieved from Freedom of Information Philippines: www.foi.gov.ph