ISAT U-BAROTAC CAMPUS TECHNOLOGY TRANSFER TRAINING PROGRAM IN THE PAST 4 YEARS

Dilag, Cynthia D., Alderete, Nilde S. Villanueva, Rosemarie L., Dorilag, Jona B., Apura, Evalyn L., Deita, Margie P., Catalan, Julius D., Cubar, Virgie P., Pasquin, Analyn B., Beleber, Cezar B., Denamarquez, Aimee B., Tribaco Melvin B., Calderon, Ma. Solidad T.,

Iloilo Science and Technology University-Barotac Campus

Abstract: **The study utilized the descriptive research design employing trend analysis method. It aimed to examine the different components of evaluation performance indicators in the extent of implementation of the technology transfer training program for trainee-respondents of Iloilo Science and Technology University- Barotac Campus in the past 4 years, 2014-2017. The 88 trainee-respondents from the adopted barangays evaluated the programs conducted through QF-ESD-04 instruments. Results indicated that the components rated by the trainee-respondents performed better in the sixth indicator in the years 2015. However, lowest performance rating is seen in the year 2014 and 2017 but described better. Moreover, the results explicate that after the very low performance rating of the year 2015 but described as good, on the other hand, the performance of the training gradually increases until year 2017 and described better. Thus, the lowest ratings evaluated by the trainee-respondents of the different components of the (4) programs conducted of the institution serves as basis for recommendation for the improvement of the implementation of University extension programs and projects.**

Keywords: **Trend analysis, technology transfer   training, trainee-respondents, extension programs.**

1. INTRODUCTION

Rationale of the Study:

Iloilo Science and Technology University- Barotac Campus, an institution which has committed to Higher Education Institution to perform the three major functions such as instruction, research, and extension service, with its mission, goals and objectives, promote research and development programs to advance science and technology and undertake sustainable extension activities for the improvement of the quality of life in the community and; to utilize research outputs in enhancing specialized skills, to assist communities in alleviating the status in the life of the people, providing them with competencies to live quality life.

Extension is referred as an act of communicating and transferring knowledge and technology to specific sectors and target clientele to enable them to effectively improve production, community and/or institutions and quality of life, and the same time enhance HEIs academic and research program.(CMO 08 Series of 2010).

Along with this, Estacio (2010), discussed, in order to serve and improve community life, SUCs offer a wide variety of extension programs and services. These are designed primarily to increase the security of livelihood, alleviate poverty, reduce illiteracy, improve health and nutrition, creates a system of governance that promotes supports and sustains human development and protecting and preserving the environment. For the poor to benefit, they must be empowered in mind, body and resources. To augment their voice and make government responsive to their needs and aspiration, good governance demands for their greater participation.

Along with this, Ammakiw (2013), cited by Dilag, et al (2018), stated in his study the speech of former President Gloria Macapagal Arroyo's challenging message during the 14th Annual Convention and General Assembly Meeting of the Philippine Association of Extension Program Implementers, Inc. (PAEPI) that was held last Oct 21, 2002 at the University of Southern Philippines, Davao on the Theme "Strengthening Research and Extension Linkages and Policy Advocacy for Extension Sector in The Task of Empowering People for Sustainable Development" should be taken seriously when she emphasized that:

"It is in the area of extension program implementation that our academic institutions have made significant difference in the community. Extension programs are rich sources of wisdom and vast frontier for research, where ideas, concepts and formalities can be put to the test and validated in real life situations and scenarios."

With this, the conjunction and harmonization of this function will strengthen the instructional mandates as stipulated in the 1987 Constitution, Section 2 of Articles XIV on Education, Science and Technology, Arts, Culture and Sports. The Article states that the State shall:

1. Establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and society.

2. Encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs.

These sections in Article XIV is supported the "Ten Point Agenda" of President Benigno Simeon Aquino III, that; Science and Technology must be sustained due to its contribution to Human Development of the entire economy. Thus, in industrializing countries like the Philippines, people must be prepared with technological skills and knowledge to improve the socio-economic living condition which is vital to economic growth and development of every nation.

This was supported by, Refozar & Ceradoy (2013). The State shall encourage non-formal, informal and indigenous learning as well as self-learning, independent and out-of-school youth study program, particularly those that respond to community needs, and provide adult citizens, the disabled and out-of-school your with training in civic, vocational and other skills. The above-quoted constitutional provisions serve as the legal basis for instituting reforms in higher education institutions through active involvement in community development. In response, CHED issued orders to heads of colleges and universities encouraging them to intensify their respective extension service programs with focus on community development. Thus, tertiary education institutions all over the country started to design their individual extension programs that are aligned to their mission and goals. In other words, the extension program of every college or university manifests its ennobling mission and goals.

Dugyon (2015), states, the Commission on Higher Education mandates institutions of higher learning like State Universities and Colleges (SUCs) to respond to the call for societal transformation. With this, educational institutions initiated and implemented an array of extension programs and services with the end in view to effect change and improve community life.

In view of the mandate of Higher Education Institution, ISAT U-B Campus BIT program with the stakeholders, facilitated technology transfer training such as, basic welding, consumer electronics 1.0, basic electrical wirings and industrial motor control, these were conducted in the past 4 years, to fill in the demand of the of the people in the service area. These technological skills take the lead in enhancing sustainable development towards quality of life.

Along with this, Iloilo Science and Technology University-BC has been compelled to examine the different components of evaluation performance indicators in the extent of implementation of the technology transfer training program for trainee-respondents in the past 4 years in order to identify the weaknesses of the programs conducted, consequently, intervention will provide for the results of this undertaking, hence, this study.

2. CONCEPTUAL FRAMEWORK

This study used Michael Schriven's Goal Free Model. The Goal Free evaluation model is presented in figure 1. It is a framework for guiding evaluations of programs, projects, products of the extension, and evaluation systems. Scriven's visualize evaluation an assessment of merit. He stresses the need to assess the merit of goals themselves, he points out if the goals are not achieving, then it is uninteresting how well they are achieved. Scriven's also observed that action decision can be made without completely understanding why one program is superior to other. Further, Scriven's detected that in most cases of evaluation; the main focus of evaluator is gathering information regarding goals of the program.

Extension goals and objectives are anchored to the E-HEAL program to promote a self-sustaining and inclusive development. The activities prioritized by the Extension Office are based on the actual needs of the clientele and relevant in the improvement of the quality of life in the community providing them with competencies, sustainable community-led development, promoting green community and facilitate other social services such as health, nutrition, and counselling and values formation. Recipients for the community projects are screened based on topography, economic status and urgency of the need for the project (ESD Manual, 2016-2020).

For the technology transfer training program, the Bachelor of Industrial technology conducted basic welding, consumers electronic 1.0, basic electrical wiring and industrial motor control to facilitate the benefiaries in the past 4 years. The goal free model encourages the evaluator to be attentive to   a wider range of the program outcomes.

For the outcomes, Scriven's summarizes between two major roles of the program, the formative and the summative, the formative evaluation addressed to the development of the technology transfer training program, whereas the summative at its conclusion. Thus, conclusion derived from the results of the evaluation conducted to the trainee-respondents in the past 4 years. Michael Shriven once said that "" evaluation is nervous making," and it is. Goals and objectives are worthy if programs and projects can matched the needs of the people they are intended to serve

Statement of Purpose:

The main purpose of this study was to examine the different components of evaluation performance indicators in the extent of implementation of the technology transfer training program for trainee-respondents in Iloilo Science and Technology University-Barotac Campus from school year 2014-2017.

Specifically, it sought to answer the following questions:

1. To examine the different components of evaluation performance indicators in the extent of implementation of the technology transfer training program for trainee-respondents in the past 4 years.

2. To describe the experiences encountered as identified by trainee-respondents, students and experts/faculty.

3. To identify the recommendations after examining examine the different components of evaluation performance indicators in the extent of implementation of the technology transfer training program for trainee-respondents in the past 4 years.

3.   LITERATURE REVIEW

Extension is one of the most important functions of the institutions of ISAT U. The University extension units are equipped with expertise, facilities to assist communities and individual to develop their skills to respond to their needs. With this, related literature and studies to support the discussion of this study.

Extension is one of the functions of higher learning institution. To rationalize the extension function of the institution, ISAT U along with its mission, goals and objectives, promote research and development programs to advance science and technology and undertake sustainable extension activities for the improvement of the quality of life in the community and; to utilize research outputs in enhancing specialized skills, to assist communities in alleviating the status in the life of the

people, providing them with competencies to live quality life. CMO 08 Series of 2010, Extension is referred as an act of communicating and transferring knowledge and technology to specific sectors and target clientele to enable them to effectively improve production, community and/or institutions and quality of life, and the same time enhance HEIs academic and research program.

Dugyon, 2015Extension, as one of the trifocal functions of Higher Education Institutions (HEIs) is perceived as a catalyst of development in the midst of today's complex society. The need for extension services has been growing exponentially not only in the Philippine HEIs but also in other countries because community extension is where reaching out, touching lives, community empowerment and collaboration exist. In its broadest sense, extension is an educational process with communication being its core component. Van den Ban and Hawkins (1996) define the term extension as the conscious use of communication of information to help people form sound opinions and make good decisions. As a system, extension facilitates the access of farmers, their organizations and other market actors to knowledge, information and technologies; facilitates their interaction with partners in research, education, agribusiness, and other relevant institutions; and assists them to develop their own technical, organizational and managerial skills and practices (Christoplos, 2010).

This study attested by (Laguador, Mandigma & Agena, 2013, cited by Dilag, et al. 2018). The university could never be recognized as globally competitive if they would not consider the needs and welfare of the people within their boundaries. Sharing of resources to the needy and helping them achieve the quality of life would serve as one of the greatest accomplishments of ISAT U. The core values of the university are very evident in all community projects of every college. ISAT U is an active partner of the residents of the many Barangays in the Province of Iloilo is conducting technology transfer training, along its mandate. To harmonize all the community extension activities of the institution, community extension office were catered many program were stakeholders; the students, faculty members and administrative staff had their share to participate extension programs whereby resources and their expertise were offered.

There were several post evaluation studies about the training conducted by the University; however, a comprehensive assessment about the SALIN has not yet been implemented. Ammakiw, cited by Hasco et al, 2016, argued the importance of conducting a monitoring and evaluation process in an extension program especially to those who involved into the project. An evaluative program gave accountability and transparency about project designs and the way the project were being managed. Especially, monitoring and evaluation created lessons in which can be used as references for establishing future projects and when the monitoring and evaluation are done in a valuable process, it builds mutual trust to the diversity of stakeholders, it incorporates local knowledge, it improves the outcomes of the program and lastly, it institutionalize local engagements…

Higher education institutions in the Philippines today are pushed to intensify university-community engagement through extension activities. This is not just for accreditation purposes but more specifically to facilitate sustainable development in poor communities. However, among the fourfold functions of universities in the country (instruction, research, extension, and production), extension is the least acted upon by faculty members probably due to any or all of the following factors: a) lack of the necessary skills in community development, b) lack of time for such endeavors, or c) lack of understanding on what extension really is. In this paper, a model for designing college extension activities is proposed based on previous community engagement projects of the College of Forestry and Environmental Science of Central Mindanao University (CFES-CMU). Based on documentary evidence, interview data, and personal observations supplemented by literature review, essential features/characteristics of prior successful projects were analyzed and developed into an operational framework for designing future university facilitated community development projects for ensuring a higher probability of success. The above analysis also provided a workable definition of community extension which can assist interested faculty members in understanding the objectives of extension work.

Summary

Extension is one of the functions of institutions of higher learning. To rationalize the extension function of the institution, The institution along with its mission, goals and objectives, undertake sustainable extension activities for the improvement of the quality of life in the community and; to respond the call for societal transformation, the related literature and studies from the different authors revealed a very significant to the community and the institution that the extensionist and implementers composed of head, coordinators, staff experts and faculty and stakeholders were involved in all the programs and project implementation in order the evaluation results of the program conducted gain high ratings. Thus, the university would never be recognized as globally competitive if they would not consider the needs and welfare of the people within their boundaries. Sharing of resources to the needy and helping them achieve the quality of life through technology transfer training program served as one of the greatest accomplishments of ISAT U.

Lim (2011) cited by Laguador, J. M., & Chavez N. H., (20130, cited by Dilag, et. al, 2018, broadening the horizon of community extension is an important role of the academic institutions. According to him, community service has been described as "services which are identified by an institution of higher education, through formal or informal consultation with local non-profit, governmental, and community-based organizations, as designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs.

4. METHODOLOGY

Design:

The research design utilized in this study was descriptive employing trend analysis, a useful method in monitoring and evaluating a project in the past 4 years. It examine the different components of evaluation performance indicators in the extent of implementation of the technology transfer training program for trainee-respondents in Iloilo Science and Technology University-Barotac Campus from school year 2014-2017.

The qualitative research method provides additional data in the experiences encountered by the trainee-respondents, students, faculty/experts and community.

Environment:

The study was conducted at Iloilo Science and Technology University- Barotac Campus, a subsidized institution of higher learning institution aimed to provide extension program and projects in the entire barangay in the municipality of Barotac Nuevo, Iloilo. The institution located at Jalaud, Barotac Nuevo, Iloilo and the center of the five barangays were the trainee-respondents came from who were involved in the study. These adopted barangays Talisay, Baras, Guintas, Lanas and Guintaba, and Jalaud, Barotac Nuevo, were the recipients of the University Programs and project offered by university.

Participants:

There were (88) trainee-respondents participated in technology transfer training program of ISAT U-B Campus under the programs of Bachelor of Industrial Technology. Twenty seven (27) from basic welding, twenty five (25) from consumer electronics 1.0, eleven (11) from besic electrical wirings, and twenty five (25) from industrial motor control in the past 4 years.

Sampling Technique:

In determining the sample size of the study, purposive sampling technique was utilized. All the trainee-respondents in the past 4 years were identified as respondents of the study.

Instruments:

The instrument was utilized in this study was an adopted instruments from Extension Manual and ISO-QF-ESD-04 evaluation results from the technology transfer training conducted.

Sampling Technique:

In determining the sample size of the study, purposive sampling technique was utilized. All the trainee-respondents in the past 4 years were identified as respondents of the study.

Data Gathering:

To collect the data needed for the study, the extension head utilized the results of evaluation of the trainee-respondents in the last 4 years. The technology transfer training program was conducted from academic year 2014-2017, spearheaded by the head of extension services office, the coordinators of the BIT program and experts.

The data gathering through interview was done after the training conducted 2014 September 2017. The researcher personally administered the interview to the trainee-respondents students, faculty/experts and community.

Data Analysis:

For the quantitative data analysis, the raw scores and mean were used. For trend analysis, bar graph was utilized.

For qualitative data analysis, responses were clustered by topics and were discussed vividly.

Trustworthiness and Ethical Considerations:

Trust is important in every research that concerns conducting/interviewing trainee-respondents or subjects. Prior to the administration of the conduct of the study schedule, the researchers genuinely talked to each subject and disclosed the true nature of the study to get the his or her trust. This would likewise establish rapport with the trainee-respondents so that the veracity of the information given by the interviewee is established.

On the other hand, in the conduct of the study, the researcher took into considerations the ethical issues knowing that the study made use of unemployed and out of school youth as subjects and respondents. To protect the subjects and respondents of the study, the researcher developed trust and confidence with them in order to promote the integrity of the research, guard against misconduct and any impropriety that can be reflected in their institutions, and cope with new challenging problems (Creswell, 2009). The researcher respected their rights, needs, values and desires. Furthermore, the researcher was very careful in asking questions that might solicit sensitive answers or questions about sensitive and personal issues, especially from the subjects.

Establishing Objectivity:

The fact that the results of the study are dependent upon the subjects' and respondents' answers, which are in turn, dependent upon the researcher's interpretation, biases may set in. In order to avoid personal biases in the interpretation of results, the researcher avoided personal interpretations of the subjects' and respondents' answers. She tried to clarify their answers by asking follow up questions.

Purpose of the study:

The main purpose of this study was to examine the different components of evaluation performance indicators in the extent of implementation of the technology transfer training program for trainee-respondents in Iloilo Science and Technology University-Barotac Campus from school year 2014-2017.

Specifically, it sought to answer the following questions:

4. To examine the different components of evaluation performance indicators in the extent of implementation of the technology transfer training program for trainee-respondents in the past 4 years.

5. To describe the experiences encountered as identified by; a) trainee-respondents, b) experts/faculty and; c) community

6. To identify the recommendations after examining examine the different components of evaluation performance indicators in the extent of implementation of the technology transfer training program for trainee-respondents in the past 4 years.

## 5. RESULTS AND DISCUSSIONS

The section presents the results and discussions of the different components of evaluation performance indicators in the past 4 years and these were presented in the form of bar graph according to the objectives of the study.

Table 1: THE PERFORMANCE per Indicator in the Year 2014

|	1	2	3	4	5	6	7	8	9	10
2014	3.7	3.6	3.7	3.5	3.5	3.7	3.9	3.6	3.7	3.6
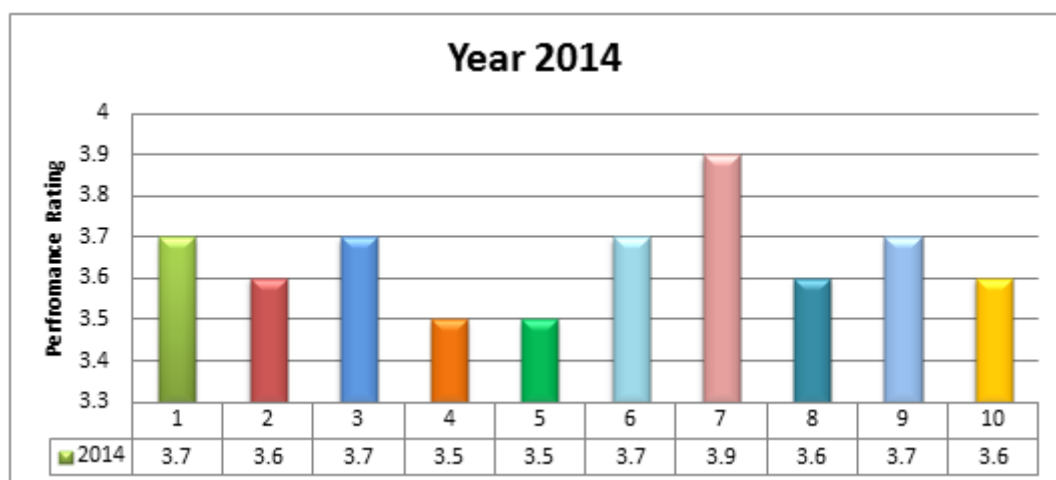
The results explicate that indicator 7 gained the highest performance in the year 2014. Moreover, indicators 1, 3, 6, and 9 have similar performance ratings. However, lowest performance is shown in the 4th and 5th indicators. However all the indicators gained different results, but described as better.

**Table 2: THE PERFORMANCE per Indicator in the Year 2015**
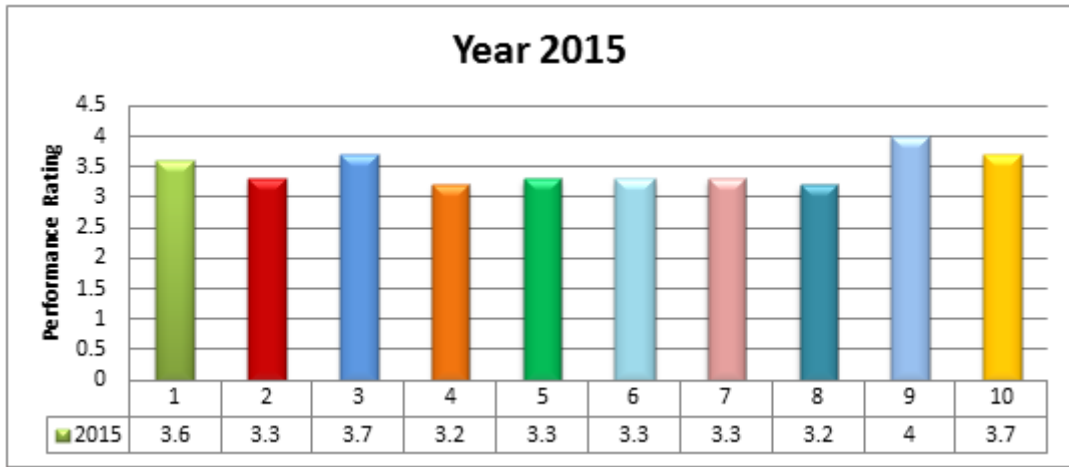
The graphical values indicate that highest performance is shown in the 9th indicator. Moreover, the values show that the training conducted has been better performed in the year 2015. However 2, 5, 6 And 8 indicators gained lowest results but it described as good, whereas, the rest indicators gained described as better.

Table 3: THE PERFORMANCE per Indicator in the Year 2016
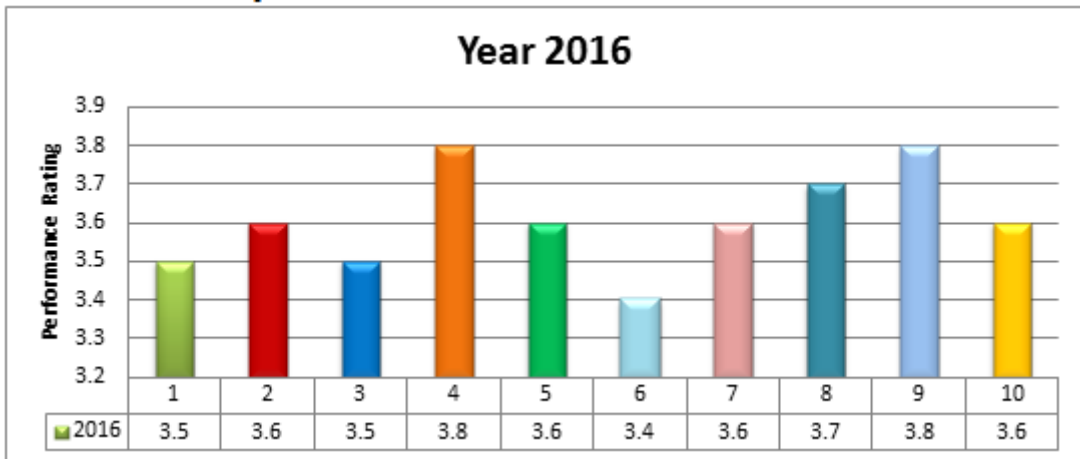
The graphical values reveal that the training conducted performed very well in the 4th and 9th indicators. However, the training results performed lowest in the 6th indicator described good. However the rest indicators gained better results.
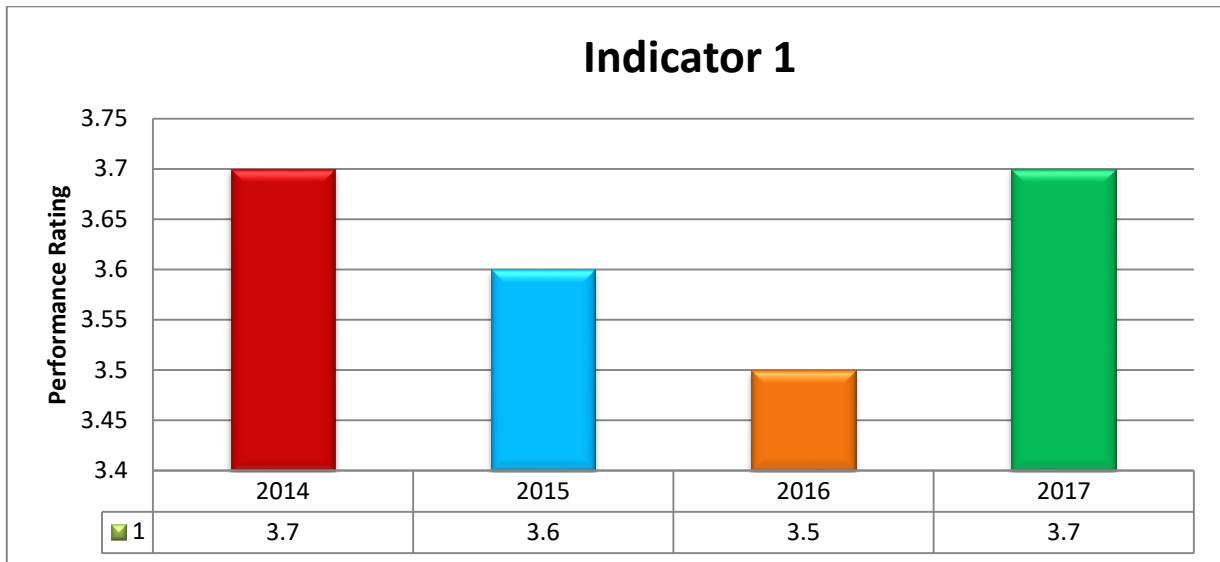
Table 4: THE PERFORMANCE per Indicator in the Year 2017
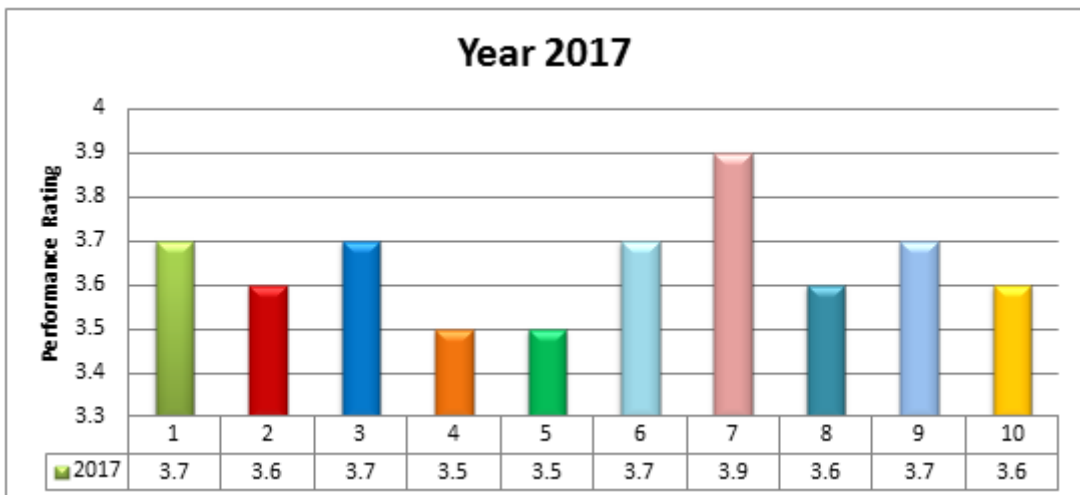
The graphical values reveal that the training conducted performed highest in the 7th indicator. On the other hand, indicators 4 and 5 gained the lowest performance rating among other indicators in the year 2017. However all the indicators gained different results, but described as better.

The section presents the results and discussions of the different components of evaluation performance per indicator in the past 4 years.

Table 5: The training is relevant to the needs of the clientele

	2014	2015	2016	2017
1	3.7	3.6	3.5	3.7

The results explicate that this component rated by the trainee-respondents performed better in the first indicator in the years 2014 and 2017. However, low performance rating is seen in the year 2016. However all the indicators gained different results, but described as better.

Table 6: The trainee-respondents are properly informed of the mechanics of the training

	2014	2015	2016	2017
2	3.6	3.3	3.6	3.6
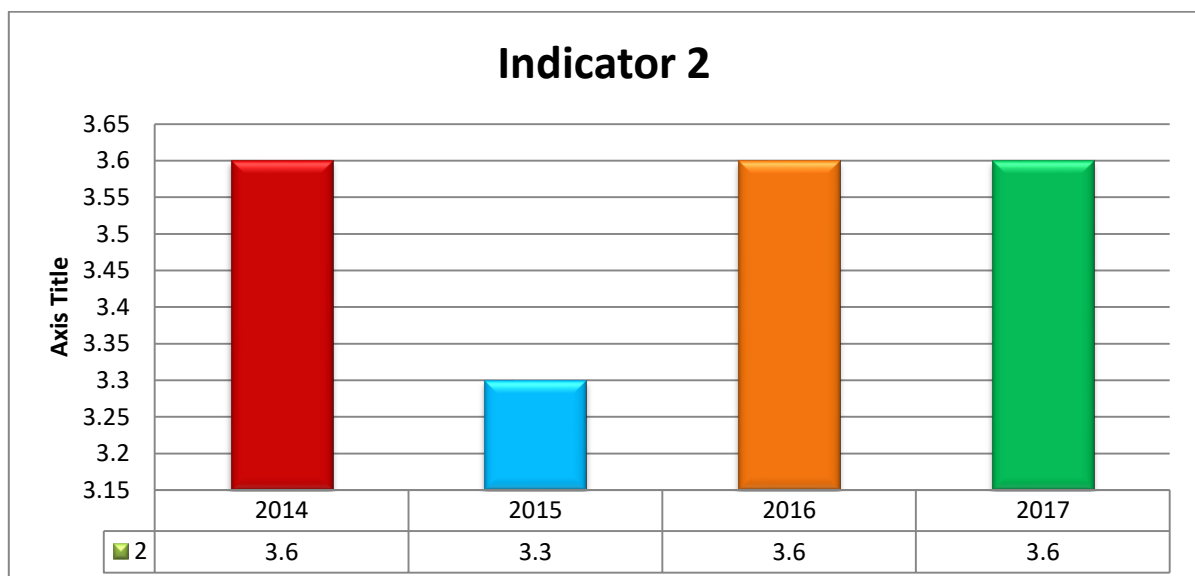
The results indicate that this component performed good in the second indicator in the years 2014, 2016 and 2017. However, lowest performance rating is seen in the year 2015. However all the indicators gained different results, but described as better except year 2015 gained good results.
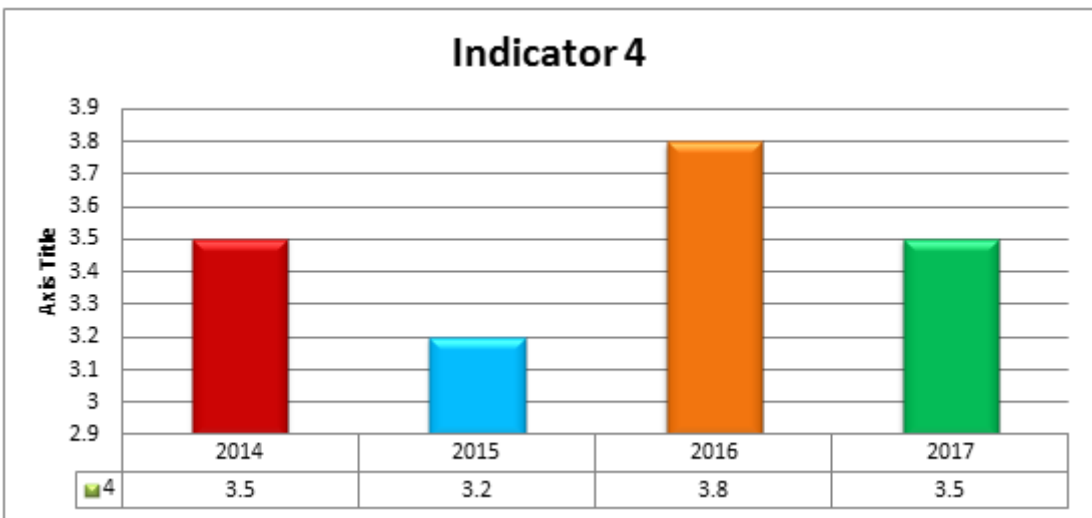
Table 7: Delivery of the topic contents by resource persons
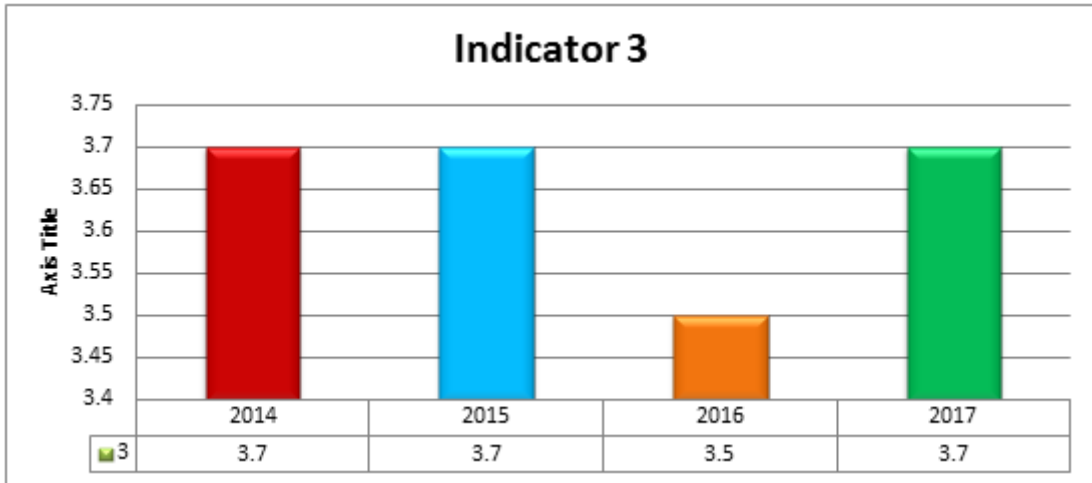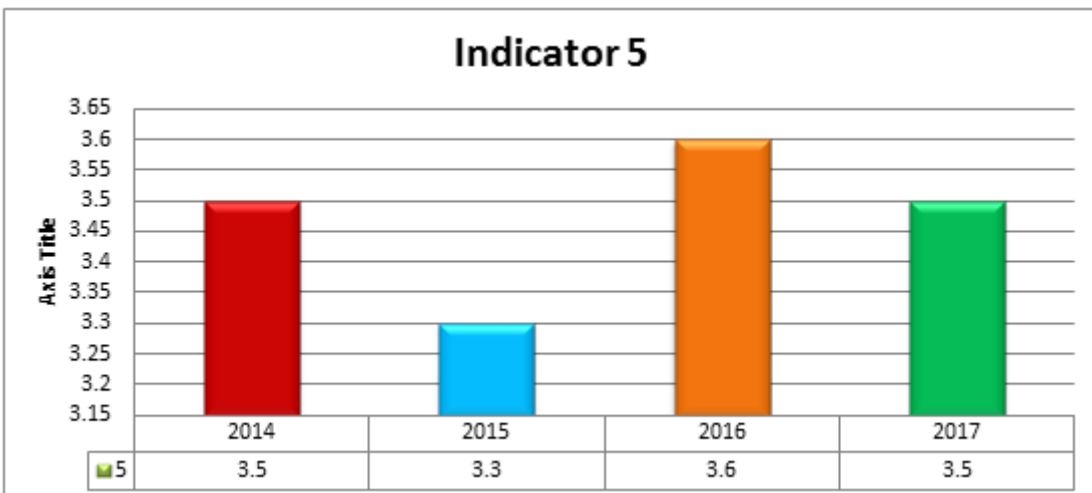

The results indicate that this component rated by the trainee-respondents performed better in the third indicator in the years 2014, 2015 and 2017. However, lowest performance rating is seen in the year 2016, but it describes as better.

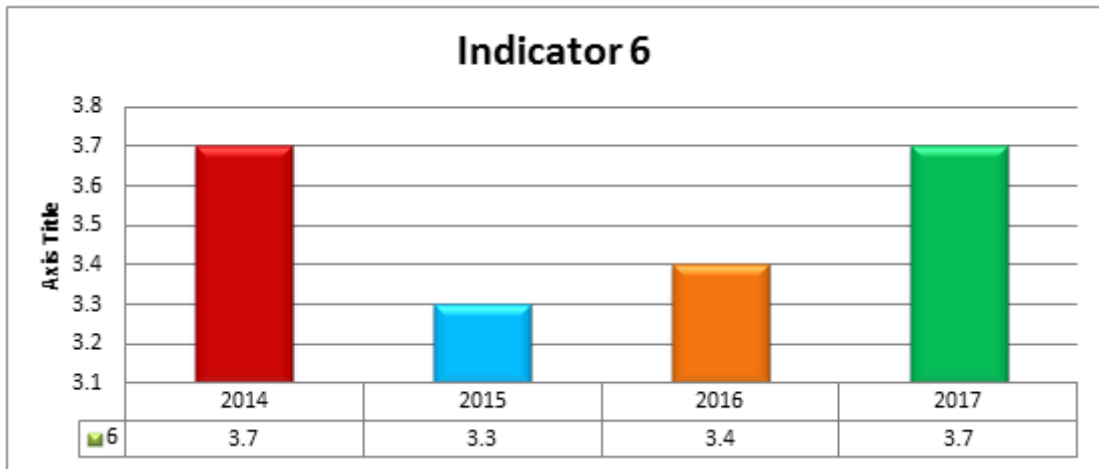**Table 8: Systematic skills demonstration**

The results indicate that this component rated by the trainee-respondents performed better in the fourth indicator in the year 2016. However, lowest performance rating is seen in the year 2015, but it described as good.

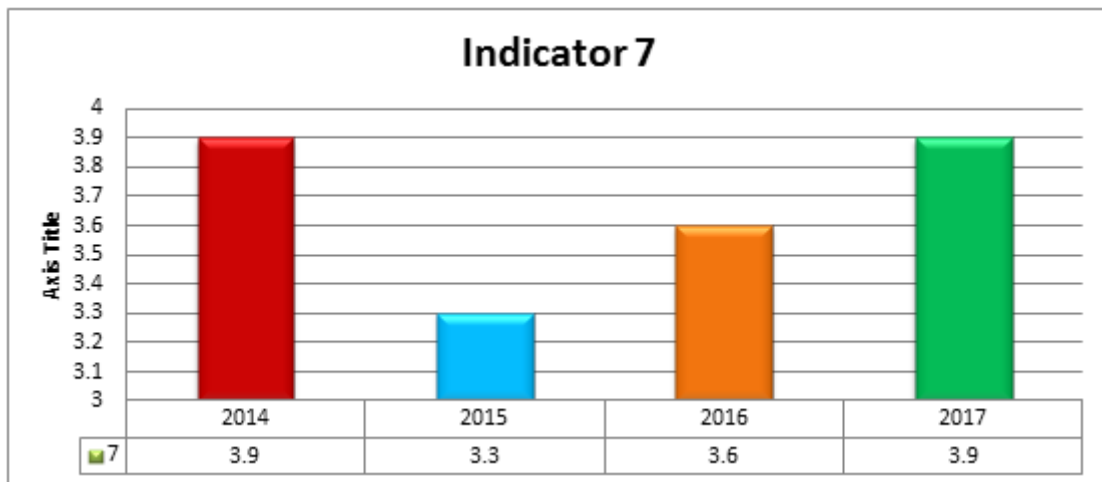**Table 9: Properly guided workshop**

The results indicate that this component rated by the trainee-respondents performed better in the fifth indicator in the year 2016. However, lowest performance rating is seen in the year 2015, but it described as good.

Table 10: Venue is suitable for the training

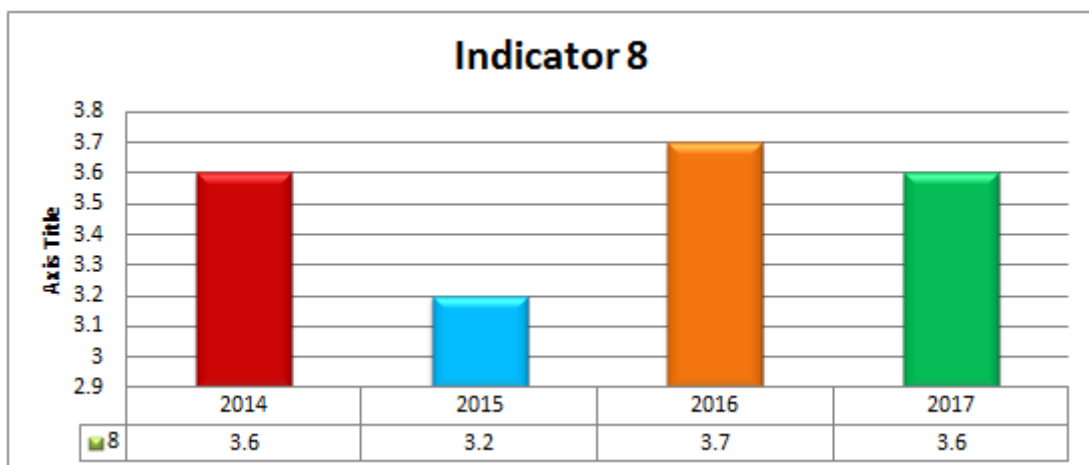|	2014	2015	2016	2017
6	3.7	3.3	3.4	3.7

The results indicate that this component rated by the trainee-respondents better in the sixth indicator in the years 2014 and 2017. However, lowest performance rating is seen in the year 2015, but described as good.

Table 11: Food serve is within the budget

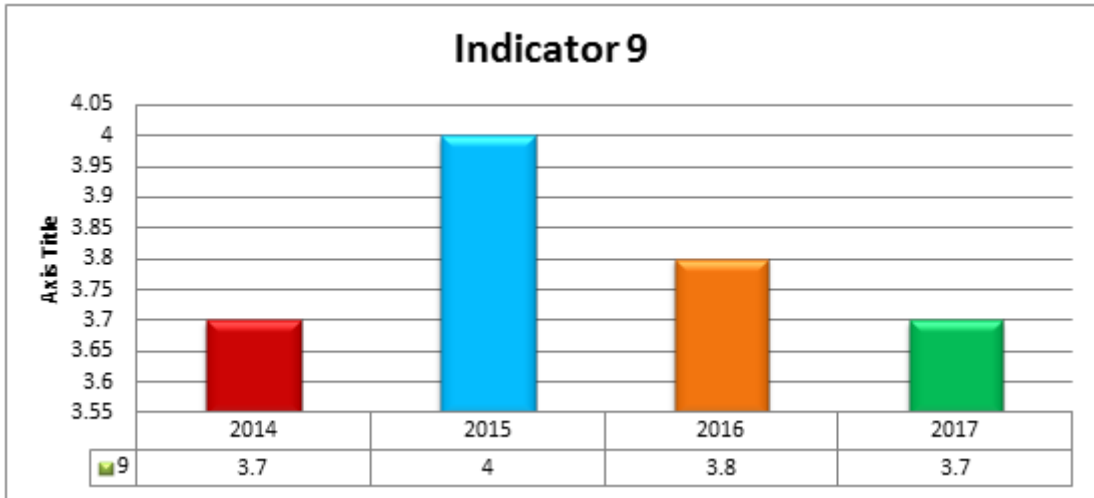|	2014	2015	2016	2017
7	3.9	3.3	3.6	3.9

The results indicate that this component rated by the trainee-respondents performed better in the seventh indicator in the years 2014 and 2017. However, lowest performance rating is seen in the year 2015 but described as good.

Table 12: Adequate training material

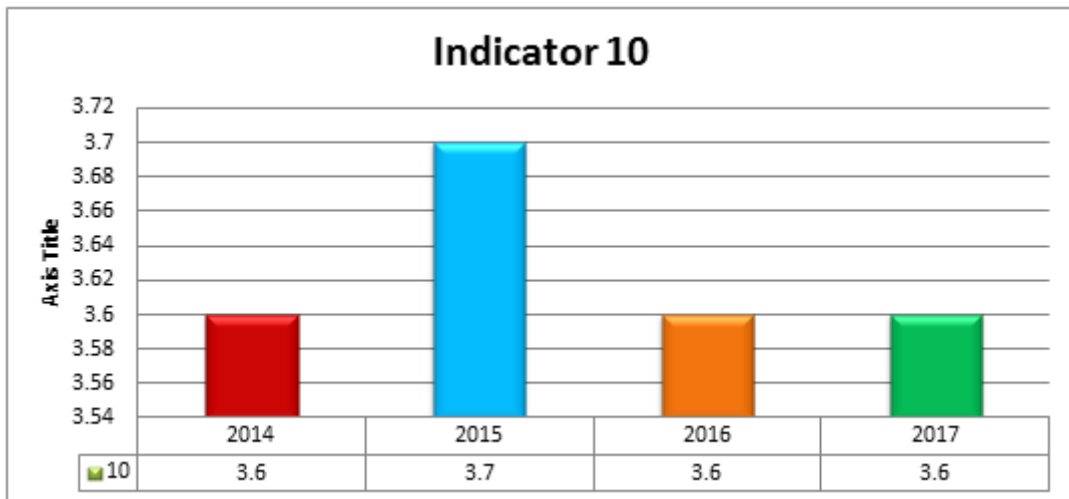|	2014	2015	2016	2017
8	3.6	3.2	3.7	3.6

The results indicate that the respondents performed better in the eighth indicator in the year 2016. However, lowest performance rating is seen in the year 2015, but described as good.

Table 13: Active interaction of the trainee-respondents

The results indicate that this component rated by the trainee-respondents performed better in the ninth indicator in the years 2015. However, lowest performance rating is seen in the year 2014 and 2017, but described better,

Table 14: The training/service is delivered on time

The results indicate that this component rated by the trainee-respondents performed very satisfactory in the tenth indicator in the year 2015. However, lowest performance rating is seen in the year 2014, 106 and 2017, but described better.

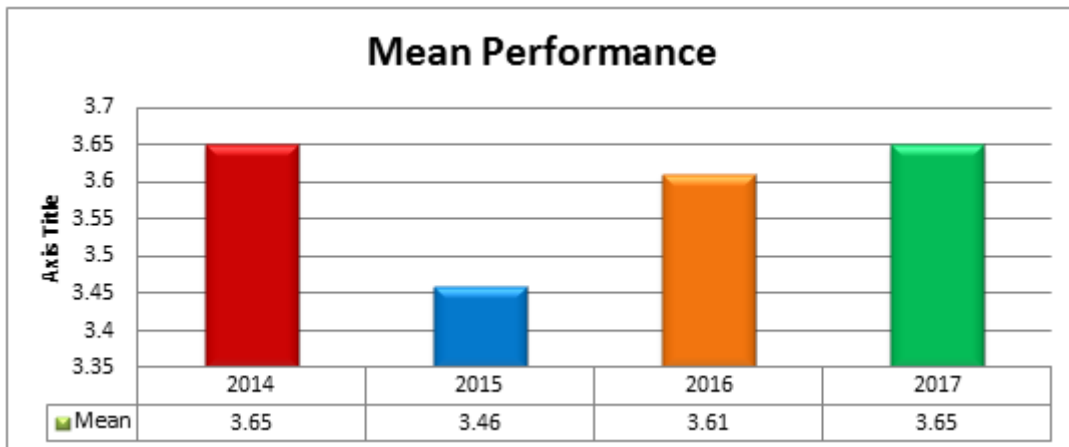**Table 15: THE Mean PERFORMANCE across Years**

The results indicate that the components rated by the trainee-respondents performed better in the sixth indicator in the years 2015. However, lowest performance rating is seen in the year 2014 and 2017 described better. Moreover, the results explicate that after the very low performance rating of the year 2015 described good, on the other hand, the performance of the training gradually increases until year 2017 described better.

Experiences encountered as identified by; a) trainee-respondents, b) students, c) experts/faculty and; in the past 4 years:

This part presents the result of the interview conducted by the extortionists on the challenges from one project to the next on training conducted. Participants to the said interview were the trainee-respondents, faculty/experts members and community of the ISAT U-Barotac Campus.

Trainee-respondents:

Pronounced challenges encountered in participating of the technology transfer training program conducted by ISAT U-BN implementers. Providing us technological skills and knowledge to improve our social conditions were great helped for us , the project with the experts, faculty in collaboration with local government units, community, students and with the support of the administration were facilitated well, thus enhanced our skills in basic welding, electronics, basic electrical wiring and industrial motor control.

Interview:

When the trainee-respondents were asked regarding their experiences of the training conducted, they answered: Trainne-respondents 1, 6 and 9 *(Naga pasalamat gid kami sa training nga gin hatag sa amon sang ISAT U-BC. Makabulig gid sa amon nga makitan namon sang kwarta nga maka suporta bisan sa gamay lang nga balaklon).* We're thankful to the University for the training provides us, it helped a lot to our daily little expenses.

Trainee-respondents 2, 7 and 12 added: *(Gin tutukan ko gid ang gin tudlo sang mga maestro kag maestro sa consumer electronics 1.0, basic electrical wiring kag sa basic welding, nga bisan sa amon lang panimalay maka kaayu kami kami ka amon nga electrical kag maka sideline ubra sa shop bisan pang welding lang).* We focused ourselves during the conduct of the technology transfer training, for the reasoned that, we can utilized our knowledge and skills even to repair simple electrical and electronics wiring at home, and got part-time jobs at the shop in welding.

Trainee- respondents 7 and 8, 13answered:

(Daku gid ang nabulig sang training nga gin extend sang ISAT U-BC, indi lang nga kahibalo kami mag kaayu sang mga gamay nga kalay-uhun sa amun panimalay, sa amun man nga personalidad nga na motivate kami maayu sa pag lecture sang mga maestro kag maestro sa training.) We were motivated not only for the skills and knowledge extended by the experts in ISAT U-BC.

Trainne-respondents 14 and 15 answered: *(Kanami gid sang amun experiensya sa training maka tudlo pa kami sa amun mga bata nga lalaki bisan sa simple lang nga pag takod wiring para sa suga kag sa mga gadget nga gamay sa amun panimalay.).* Grateful we are for the training we experienced, we can teach our sons at home on basic wiring and other simple gadget when got troubled.

The experiences encountered by the trainee-respondents supported by, 1987 Constitution, Section 2 of Articles XIV on Education, Science and Technology, Arts, Culture and Sports. The Article states that the State shall:

1. Establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and society.

2. Encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs.

These sections in Article XIV is supported the "Ten Point Agenda" of President Benigno Simeon Aquino III, that; Science and Technology must be sustained due to its contribution to Human Development of the entire economy. Thus, in industrializing countries like the Philippines, people must be prepared with technological skills and knowledge to improve the socio-economic living condition which is vital to economic growth and development of every nation.

ISSN 2348-1196 (print)
International Journal of Computer Science and Information Technology Research **ISSN 2348-120X (online)**
Vol. 6, Issue 4, pp: (37-51), Month: October - December 2018, Available at: www.researchpublish.com

Students:

Student's participation in the conduct of all the activities are prerequisite on the benchmark of extension programs and project. There were 10 students participated in the interview after the conduct of technology transfer training program such as; basic welding, consumers electronics 1.0, basic electrical wirings and industrial motor control.

Interview:

When the students were asked regarding their experiences of the training conducted, they answered in general; (Were *enjoyed for the learning's of the trainee-respondents, though our tasked were to assist the experts during the training program but, when we monitored and supervised them we exalted because on the first place, we contributed in their skills learning process and the knowledge they got from the training program. We couched them sometimes when the experts were on their break time; we handled simple tools to teach them for the continuity of time and enhancement in manipulating skills activity in the training shop. A short period of time allotted for us to assist were not suffice the skills and knowledge they wanted to, but in a little way, ISAT U-BC extortionists brought an impact in their capabilities to sustain the technology transfer training program of the university.* ISAT U is an active partner of the residents of the many Barangays in the Province of Iloilo is conducting technology transfer training, along its mandate. To harmonize all the community extension activities of the institution, community extension office were catered many program were stakeholders; the students, faculty members and administrative staff had their share to participate extension programs whereby resources and their expertise were offered.

This was supported by Chua, V. D., Caringal,K. P., De Guzman, B. R. C., Boroja, E. S. D., zmaguindayao, J. B. & Caiga (2014), they said, social responsibility is being taught in institutions of higher learning through involving the students in community extension projects as part of the threefold function of their respective colleges or universities aside from research and instruction. ISAT U extension services utilizing students to assist whatever programs and projects catered by te institution to the people in the service area.

Faculty/Experts:

Faculty plays an significant role in the skill, knowledge-creation process of the trainee-respondents in the conduct of technology transfer training program, they said; ("*The passive attitude of the trainee-respondents towards their training in consumers electronics, basic electrical wiring, basic welding and motor control are one of the experiences we encountered towards skills performance and abilities in the training center. Another is the experiences, of differentiation-sessions are made up of trainee-respondents with different interest, abilities, skills, knowledge. For this reason, one size does not fit it all. We the experts face the challenges of meeting the variety of needs they are confronted with*). As experts in technology transfer training program, we must adjust and supervised the trainees, inspires and encourages them to strive and enhance their skills while they were taught of the techniques on how to manipulate the technology or the gadgets.

This was supported by Chiaburu and Tekleab (2005) found that training is significant as long as trainees can anticipate or predict what is obtained after completing the training. It guides the trainees with their participation and commitment during the training and later facilitates the learning transfer at the work environment. In addition, trainees are well informed and possess sufficient knowledge of after technology transfer training conducted. This was supported by another author (Baldwin et al., 2009) that the trainees should be prepared to face the difficulties encountered in the training program.

6. CONCLUSION

The evaluation of the different components of the technology transfer training program of ISAT U-Barotac Campus brought an impact to the institution and the whole university and the community. Thus, the results indicated that most of the components of the performance indicators in the past 4 years were gained better, it implies that the extent extent of implementation and skills performance demonstrated by trainee-respondents are influenced by their technological skills and knowledge from the training conducted by the institution.

7. RECOMMENDATIONS

Based from the findings of this study the following recommendations were offered: Extensionists should come up with 95% results of from the trainee-respondents evaluation;

The University through its extension services office should provide a systematic delivery of technology transfer training program to attain high ratings in all the different components in the evaluation rated by the stakeholders; There is need for the extension program implementers to monitor the needs of the trainee-respondents so that the different indicators in the evaluation performance indicator should be attained; Local, national and international should be tapped in order to facilitate an excellent results in the conduct of extension programs and project.

REFERENCES

[1] Ammakiw, J. (2013). Evaluation of Extension Programs and Services of Kalinga-Apayao State College, Tabuk City, Philippines. International Journal of Advanced Research in Management and Social Sciences. Retrieved on November 16, 2015 from http://goo.gl/XAU8St

[2] Bernardo, A.B. (2003). Towards a Typology of Philippine Higher Education Institutions and Rationalizing Philippine Higher Education. *Proceedings of the Symposium on the Rationalization of the Philippine Higher Education System.* CHED: Philippines.CHED Memorandum Orders 2008

[3] Chiaburu, D. S. and Lindsay, D. R. (2008), 'Can do or will do? The importance of self-efficacy and instrumentality for training transfer', Human Resource Development International, 11, 199–206.

[4] CPU Extension Manual (2015).

[5] Dilag, Cynthia D., Sazon, Marnie B., Prudente, Lilibeth P, Villanueva, Rosemarie L., Dorilag, Jona B., Palla, Pauline June Q, Babayen-on, Clyd B**.** (2018). Eighteen 18 RECIPES IN TECHNOLOGY TRANSFER TRAINING PROGRAM: A CIPP MODEL**.** *Iloilo Science and Technology University-Barotac Campus, Philippines*

[6] Elmas, N., (2008). "The Commission on Higher Education State of Extension Services In the Philippine Institutions"

[7] Extension Manual, Resolution No. WVCST BOT 7/12/2006-36.

[8] Junnette B. Hasco1 , Jao R. Obungin2 , Racidon P. Bernarte3 , Zandro T. Estella4 , Jayson C. Morales5 , Randy D. Saguno (2016). Helping Hand: The Salin Kaalaman Tungo sa Kaunlaran Extension Program of Polytechnic University of the Philippines Among the Beneficiaries of the Pilot Centers in Sta. Mesa, Manila, Philippines

[9] Hasco, et. al. (2016). Helping Hand: The Salin Kaalaman Tungo sa Kaunlaran Extension Program of Polytechnic University of the Philippines Among the Beneficiaries of the Pilot Centers in Sta. Mesa, Manila, Philippines. Asia Pacific Journal of Multidisciplinary Research, Vol. 4, No. 4,

[10] ISAT U Extension Services Division Manual (2014) Revised Manual

[11] Liu, O. P. (2017). COMMUNITY INVOLVEMENT FOR SUSTAINABLE WORLD HERITAGE SITES: THE MELAKA CASE. *Kajian Malaysia, 35*, 59-76.

[12] Laguador, J. M., & Chavez, N. H. (2013). ASSESSMENT OF ENGINEERING STUDENTS'ACQUIRED AFFECTIVE LEARNING FROM INVOLVEMENT IN COMMUNITY EXTENSION SERVICES. ASSESSMENT, *4*(3). . Academic Research International, 4 (3), 188-197.

[13] Laguador, J. M., Dotong, C. I., & De Castro, E. A. (2014). The Experience of Lyceum of the Philippines University-Batangas in Getting Ahead of Accreditation and Certification. *International Journal of Social Sciences, Arts and Humanities*, *2*(2), 56-61

[14] Laguador, J. M., Mandigma, L. M., Agena, E., (2013). Community Extension Service in the Waste Management Practices of BRGY. Wawa Residents in Batangas City. ISSN-2223-9553, ISSn:2223-9944 Vol. 4 No. 4 July 2013

[15] Medina Michael Arieh P. (2018). A Community Extension Framework for Philippine Higher

[16] Education Institutions: A Model Developed from Small-Scale Climate Change Adaptation Projects of Central Mindanao University. World scientific news

[17] Refozar Mr. Rogelio G. Ceradoy (2013). Viability of Micro-Financing of the College of Business Administration Towards Sustainable Development of It's Community Extension Service Program Discipline: Accountancy

[18] Vincent D. Chua1 , Kenneth P. Caringal2 , Bernard Ryan C. De Guzman3 , Edward Allan D. Baroja4 , Johnver B. Maguindayao5 , Beverly T. Caiga (2014). Level of Implementation of the Community Extension Activities of Lyceum International Maritime Academy

[19] The 1987 Constitution of the Republic of the Philippines Article XIV

[20] www.officialgazette.gov.ph

[21] https.//ched.gov.ph. 2008-ched-memorandum

[22] https.//ched.gov.ph

[23] 2014 Goal-Free Evaluation: An Orientation for Foundations' Evaluations Brandon W. Youker Grand Valley State University Allyssa Ingraham Grand Valley State University. E-International Scientific Research Journal ISSN: 2094-1749 Volume: 2 Issue: 3, 2010

[24] 2013 Viability of Micro-Financing of the College of Business Administration Towards Sustainable Development of It's Community Extension Service Program Discipline: Accountancy Mr. Rey Fernan G. Refozar Mr. Rogelio G. Ceradoy Lyceum of the Philippines University Capitol Site, Batangas City. E – International Scientific Research Journal, VOLUME – V, ISSUE – 1, 2013, ISSN 2094 – 1749 https://www.smrj.sdssu.edu.ph/index.php/SMRJ/ article/view/58/0

[25] A Community Extension Framework for Philippine Higher Education Institutions: A Model Developed from Small-Scale Climate Change Adaptation Projects of Central Mindanao University 2018 Michael Arieh P. Medina. World scientific news

[26] Ammakiw, J. (2013). Evaluation of Extension Programs and Services of Kalinga-Apayao State College, Tabuk City, Philippines. International Journal of Advanced Research in Management and Social Sciences. Retrieved on November 16, 2015 from http://goo.gl/XAU8St