

IMPACT OF COASTAL CLEAN-UP TO BENEFICIARIES AND PROPONENTS: BASIS FOR COMMUNITY EXTENSION ENHANCEMENT PROGRAM

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ABSTRACT

The study aimed to determine the impact of the coastal clean-up project of Lyceum International Maritime Academy (LIMA) in Wawa River in Batangas City, Philippines as perceived by the beneficiaries and proponents in terms of knowledge, skill and values. The findings of the study will serve as the basis to propose measures to enhance the community extension program of LIMA. Descriptive type of research was utilized in the study. The program design is perceived highly effective in developing an agenda on participatory coastal management, conserving the environment and has the potential to lessen the risks of acquiring diseases while less effective in providing opportunities for extra income.

Keywords: Coastal Clean-Up, Community Extension, Maritime, LPU

INTRODUCTION

The continuous deterioration of the environment due to insurmountable volume of garbage has brought enough challenge to policy makers, locally and internationally. They have come up with different interventions and methods to alleviate this problem. Information drive, introduction of alternative practices, implementation of e-code, these are just some of those ways. Despite these efforts, there are still underlying problems unanswered and uncontrolled. The presence of garbage of miscellaneous composition in coastal areas is an indicator that the campaign on garbage management has not yet been fully successful.

Lyceum International Maritime Academy (LIMA), being an academy situated near Barangay Wawa, a community that lies beside the coast, has held itself responsible and involved in the campaign for proper waste management and coastal environment preservation. It has initiated for several years a community extension project through a coastal clean-up that aims to preserve the condition of the waters by cleaning the surrounding areas of the said community.

This project has been coordinated with the barangay officials with the faculty, non-teaching staff and students of LIMA as proponents. The students and faculty members from LIMA served as volunteers. According to Andrew and Bradley (2010) that volunteer service opportunities exist to meet almost any person's skill set and time schedule.

The volunteers can play a significant role in the social transformation and uplift the marginalized members of the society and their exposure in visiting the communities in order to feel the situation, be oriented on the lifestyle and know the concerns and problems to improve the conditions of the beneficiaries (Jimenez, 2008). From the student learning a new

skill to the senior practicing old skills, working at a volunteer job can be practical and fulfilling (Halpern, 2007).

The researchers embarked on this topic in order to gather insights about the ongoing Coastal Clean-up project which will serve as basis for its improvement. Coastal Clean Ups show that volunteerism activity when properly managed could play a vital role in addressing environmental issues, pollution prevention and human development in general (PIA, 2008).

This study aimed to assess the effectiveness of the program as perceived by the beneficiaries and proponents; determine the impact of the program to the beneficiaries and proponents in terms of knowledge, skill and values; and propose measures to enhance the community extension program of LIMA.

This study will prove beneficial to the school administrator wherein this will provide them feedback about the relevance and effectiveness of the Community Extension program of LIMA for future enhancement; to the Community Extension proponents of LIMA wherein this will offer suggestions on how to better implement the Coastal and Community Cleaning project, it being the pet project for community extension.

MATERIALS AND METHOD

The researcher first crafted a proposal based on the records of Community Extension Activities of LIMA. The content has been checked and approved by the Research Committee from the Research Center. After approval, the final draft of the questionnaire was made and distributed to the respondents through the barangay officials of Wawa. Other procedures employed include interview and observation.

The researcher personally administered the questionnaire and translated the items in Filipino when needed. The questions were then retrieved and statistically measured. The study utilized a descriptive method wherein the data were tabulated and measured using Weighted Mean.

Instrument

The instrument was constructed by the researcher after thorough readings about the study. The questionnaire consists of 33 items for the questions to beneficiaries and 29 items for the proponents, altogether 62 items. The first part deals on the effectiveness of the program while the second part is about the impact of the program.

Meanwhile, the last part of the questionnaire sought the recommendations and suggestions of the beneficiaries and proponents for the improvement of the program.

Participants

The respondents of this study were 25 randomly selected residents of Barangay Wawa as the beneficiaries of the project as well as 25 randomly selected proponents of the program: the community extension coordinator of LIMA, the faculty and administrative personnel volunteers and student volunteers who took part in the said activity, a total of 50 respondents.

Data Analysis

This study used weighted mean and rank as the statistical tools to interpret the gathered data.

RESULTS AND DISCUSSION

Table 1 shows the Effectiveness of the Coastal Clean-up of LIMA as perceived by the Proponents.

Table 1. Effectiveness of the Coastal Clean-up of LIMA as Perceived by the Proponents N = 25

<i>Items</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1.The program pays consideration to the health of the proponents	3.60	Highly Effective	6
2.The program promotes sanitation and cleanliness	3.80	Highly Effective	1.5
3. The program ensures safe and sure delivery of service	3.80	Highly Effective	1.5
4.The program bears no threatening activities and procedures	3.76	Highly Effective	4.5
5.The program provides opportunities for extra income	2.80	Effective	10
6.The program is able to improve the lives of the beneficiaries	3.16	Effective	8.5
7.The program aims to conserve the environment	3.80	Highly Effective	1.5
8.The program promotes freedom from environmental threats	3.76	Highly Effective	4.5
9.The program provides an immediate solution to the environmental problems	3.24	Effective	7
10. The program leads to a long-term and stable system for coastal rehabilitation	3.16	Effective	8.5
<i>Composite Mean</i>	3.49	Effective	

Legend: 3.50 – 4.00 = Highly Effective; 2.50 – 3.49 = Effective; 1.50 – 2.49 = Less Effective; 1.00 – 1.49 = Not Effective

Sharing in the same highest spot, the program was rated highly effective in promoting sanitation and cleanliness, in ensuring safe and sure delivery of service with its aim of conserving the environment (3.80).

Also rated highly effective by the proponents, the program promotes freedom from environment, with no threatening activities and procedures, paying consideration to the health of the proponents. The program is perceived effective in providing an immediate solution to the environmental problems, in improving the lives of the beneficiaries. The program is effective also in leading to a long-term and stable system for coastal rehabilitation program and in providing opportunities for extra income.

Table 2 Presents the impact of the program to beneficiaries.

Table 2. Impact of the Program to Beneficiaries, N = 25

<i>Knowledge</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. I gained better understanding about the law and policy about coastal environment preservation	3.36	Agree	3
2. I learned the right waste segregation procedures	3.12	Agree	6
3. I became educated on how to recycle the garbage found within our area	3.16	Agree	5
4. I learned the part I have to take in this problem.	3.76	Strongly Agree	2
5. I understood the results this drive could bring to me	3.80	Strongly Agree	1
6. I learned to cope with life challenges and had a greater willingness to take in the place where I live	3.32	Agree	4
<i>Composite Mean</i>	3.42	Agree	

Table 2 (cont.). Impact of the Program to Beneficiaries

<i>Items</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
<i>Skills</i>			
1. I can now recycle the garbage found within our area	3.60	Strongly Agree	1
2. I can now regulate the volume of garbage we incur every day.	3.48	Agree	2
3. I learned how to convert garbage to cash	3.20	Agree	3
4. I learned how to coordinate problems in the community to proper channels and agencies	3.12	Agree	4
5. I learned the proper way of segregating garbage	3.04	Agree	6
6. I learned to create activities such as community Beautification projects and Tree Planting	3.08	Agree	5
<i>Composite Mean</i>	3.25	Agree	
<i>Attitudes/ Behavior</i>			
1. I feel more empowered to take an active part in solving community problems	3.60	Strongly Agree	5
2. I felt that I have to set a good example to others	3.56	Strongly Agree	6
3. I became more disciplined	3.88	Strongly Agree	1
4. I became more aware and concerned to the environment	3.84	Strongly Agree	2
5. I developed the spirit of volunteerism	3.80	Strongly Agree	3
6. I better understood the value of service	3.76	Strongly Agree	4
<i>Composite Mean</i>	3.74	Strongly Agree	
<i>Over-all Composite Mean</i>	3.47	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

In terms of knowledge, the beneficiaries strongly agree that they understood the results the drive could bring upon them (3.80), the highest, and that they have learned the part or role they have to do in this problem (3.76).

They agree that they gained better understanding of the law and policy about coastal preservation (3.36), they learned to cope with life challenges had an eagerness to take part in the place where they belong (3.32), became educated on recycling garbage in their area (3.16) and learned the right waste segregation procedures (3.12).

As to skills, it is strongly agreed that they can now recycle the garbage found within their area (3.60) and agreed that they can regulate the volume of garbage incurred every day, learned to convert garbage to cash, knew how to coordinate problems to proper channels, created activities like Tree planting and beautification projects and learned the proper way of segregating trash, respectively in ranks.

In terms of behavior, the beneficiaries strongly agreed that they became more disciplined, more aware and concerned to the environment, developed volunteerism and value of service

among them , felt empowered to take an active part in the community and that they have to set good examples to others.

Table 3 displays the impact of the program to the proponents. As per the impact of the program to the proponents, they strongly agreed that they gained better understanding about the law and policy about coastal environment preservation and understood the results the drive could bring upon them, both in the highest spot (3.88).

Table 3. Impact of the Program to Proponents N = 25

<i>Items</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
<i>Knowledge</i>			
1. I gained better understanding about the law and policy about coastal environment preservation	3.88	Strongly Agree	1.5
2. I learned the right waste segregation procedures	3.80	Strongly Agree	3.5
3. I became educated on how to recycle the garbage found within our area	3.60	Strongly Agree	6
4. I learned the part I have to take in this problem.	3.80	Strongly Agree	3.5
5. I understood the results this drive could bring to me	3.88	Strongly Agree	1.5
6. I learned to cope with life challenges and had a greater willingness to take in the place where I live	3.76	Strongly Agree	5
<i>Composite Mean</i>	3.79	Strongly Agree	
<i>Skills</i>			
7. I can now recycle the garbage found within our area	2.80	Agree	6
8. I can now regulate the volume of garbage we incur every day.	2.92	Agree	4
9. I learned how to convert garbage to cash	2.84	Agree	5
10. I learned how to coordinate problems in the community to proper channels and agencies	3.40	Agree	2
11. I learned the proper way of segregating garbage	3.36	Agree	3
12. I learned to create activities such as community Beautification projects and Tree Planting	3.72	Strongly Agree	1
<i>Composite Mean</i>	3.17	Agree	
<i>Attitudes/ Behavior</i>			
13. I feel more empowered to take an active part in solving community problems	3.68	Strongly Agree	3.5
14. I felt that I have to set a good example to others	3.96	Strongly Agree	1
15. I became more disciplined	3.88	Strongly Agree	2
16. I became more aware and concerned to the environment	3.60	Strongly Agree	5.5
17. I developed the spirit of volunteerism	3.60	Strongly Agree	5.5
18. I better understood the value of service	3.68	Strongly Agree	3.5
<i>Composite Mean</i>	3.73	Strongly Agree	
<i>Over-all Composite Mean</i>	3.56	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

They also strongly agreed that they learned the right way of waste segregation and the part they have to take in the problem. They further strongly agreed that the program helped them to cope with life challenges and they learned to recycle as well.

As per skills, the proponents strongly agreed that they learned to create activities for community beautification because of the program, and agreed that they learned how to coordinate problems with proper channels, knew segregating garbage process and regulating volume of their own garbage every day. They also claimed that they learned to convert trash to cash because of the program and learned recycling.

In terms of behavior, they strongly agreed that this drive made them set a good example to others (3.96), the highest, while also strongly agreed that they became more disciplined, empowered and understood the value of service, became more concerned to the environment that developed their volunteerism.

CONCLUSIONS AND RECOMMENDATIONS

As assessed by beneficiaries, the program design is perceived highly effective in developing an agenda on participatory coastal management, conserving the environment and has the potential to lessen the risks of acquiring diseases while less effective in providing opportunities for extra income. On the assessment of the proponents, the program is highly effective in promoting sanitation and cleanliness and in ensuring safe and sure delivery of service with its aim of conserving the environment while less effective in providing opportunities for extra income.

The beneficiaries strongly agreed that they understood the results the drive could bring upon them and that they have learned the part or role they have to do in this problem. The program provided them the skill of recycling their own garbage thus, urged them to become more disciplined. On the part of the proponents, they strongly agreed that they gained better understanding about the law and policy about coastal environment preservation and understood the results the drive could bring upon them. Further, the program gave way to empower themselves to create beautification projects for the community and made them realize they have to set good examples for others.

The proponents may conceptualize strategies on how to improve the program by creating financial profits for the beneficiaries. LIMA may continue spearheading this program as it evidently enhanced the knowledge, skills and values both of the beneficiaries and proponents.

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