

e-ISSN:2829-6192, p-ISSN: 2829-6184

DOI: <https://doi.org/10.38035/ijam.v2i4>

Received: 26 January 2024, Revised: 18 February 2024, Publish: 21 March 2024

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The University Community Extension Services, Programs, and Projects: The Case of MSU-Marawi's National Service Training Office's Community Extension Services, Programs, and Projects

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Abstract: One of the most important factors to be one of the highest ranking universities is by having a numerous engagement in community extension services, programs, and projects. The Mindanao State University poised itself as one of the state universities in the Philippines to initiate numerous community extension services, programs, and projects not only for the ranking purposes, but more broadly to uplift the quality of life of communities in Mindanao. The National Service Training Program Office of Mindanao State University initiates a wide-ranging community extension services, programs, and projects geared towards uplifting the quality of life of the communities within the 9 *barangays* in Mindanao State University, and its neighboring communities. For the past several years, the community extension services, programs, and projects which Mindanao State University had initiated were not well-documented for public use and research, and unfortunately, they are not published, hence, this is a research gap, to fill in this research gap, this research aims at identifying some of the documented community extension services programs, and projects which were initiated by the National Service Training Program Office through its faculty member, and college NSTP coordinator who are handling NSTP-Civic Welfare Training Service (CWTS) subjects.

Keywords: Mindanao State University-Marawi City, community-based project, Sultan Conding Elementary School, National Service Training Program, pupils

INTRODUCTION

Community-based project is defined, “as initiatives that are designed and implemented to address the specific needs and challenges of a local community. These projects aim to involve community members actively in the planning, execution, and evaluation processes, ensuring that their perspectives and aspirations are taken into account. The significance of community-based projects lies in their potential to empower communities, build local capacity, and create sustainable positive outcomes. Community-based projects are typically driven by the needs and priorities of a particular community. These needs can vary widely and may include issues related to education, healthcare, infrastructure, environmental conservation, social welfare, or economic development. These projects are grounded in the understanding that communities are best positioned to identify and address their own challenges. The significance of community-based projects lies in their ability to foster a sense of ownership and empowerment within the community. By involving community members in decision-making processes, these projects ensure that solutions are contextually relevant, culturally appropriate, and sustainable. Moreover, community-based projects can mobilize local resources, talents, and knowledge, leading to a stronger sense of community cohesion and resilience (Panghasian, 2024).”

This research aims at identifying and documenting the community-based projects which were initiated by National Service Training Program Office through its faculty member, and college NSTP coordinator who handles NSTP-Civic Welfare Training Service (CWTS) subjects as of academic year 2023-2024. To be able to engage in-dept in this research, it is important to highlight the locale of this research which is Marawi City, the Mindanao State University, its brief history, and background, the MSU NSTP office, and Sultan Condong Elementary School in Marawi City, of which where the MSU NSTP office had chosen to implement its community-based projects.

Marawi City

Originally named Dansalan, then named Marawi City, and then later officially named as Islamic City of Marawi. Marawi City is the capital of the province of Lanao del Sur, Philippines. This city is also called the Islamic City of Marawi because it is the only city in the whole country-Philippines with the highest population of Muslim residents consisting of 98%. The people of Marawi City are called Meranaws or Mëranaos, they are also called Iranun or Iranaon sa Enged-a-Ranao which means “*people of the lake*”. Marawi City is located at the northernmost shores of Lake Lanao which also straddles the area where the Agus River starts. Marawi City has a total land area of 8,755 hectares (21,630 acres) (in Darangen, 4 vols. Marawi City: MSU University Research Center, 1986-1990). Thus, it is the premier urban center of the province of Lanao del Sur (<https://en.wikipedia.org/wiki/MarawiCity>). “*Marawi*” literally means a “place where things are inclined or centered.” The city is bisected by the Agus River, which is the only outlet of the lake to the sea to the north and which feeds the Maria Cristina Falls, now the major source of hydroelectric power throughout Lanao del Norte and Lanao del Sur. This city homes the Mindanao State University (MSU), which is a state owned university. It offers a free education for the people of Mindanao, Sulu, and Palawan. MSU has a wide-ranging undergraduate and graduate programs.

Mindanao State University (MSU), and its Campuses

The Mindanao State University was created under Republic Act 1387, as amended and authored by the late Senator Domocao A. Alonto who is now known as the “Father of the University.” It was formally organized on September 1, 1961 with Dr. Antonio Isidro as its

founding president. Located in Marawi City, the University formally opened first classes on June 13, 1962 with 282 students who passed the scholarship examination administered by the National Science Development Board within the Mindanao, Sulu, and Palawan (MinSuPala) region. Classes were handled by 19 faculty members and staff. Its 3 pioneering colleges were Liberal Arts, Education and Community Development, and Public Administration.

The University started to evolve from a single campus educational institution of higher learning to a multi-campus university when in 1968, Congress approved Republic Act 5363 changing the name of Northern Institute of Technology in Iligan City to Iligan Institute of Technology and categorizing it as a unit of MSU. The main thrust of MSU-IIT is to provide a program for an effective manpower training urgently needed for the industrial and commercial development of the Mindanao regions. A year later, the Sulu College of Technology and Oceanography was established in Bongao, Sulu (now the Province of Tawi-Tawi) pursuant to Republic Act 6060 which likewise made it an integral unit of the University. It is mandated to extend to the Muslims and other cultural minority groups the opportunities of college education to promote Muslim welfare and hasten the economic development of the southern—most region of the country. Its academic programs are focused on the effective utilization and conservation of the fisheries resources in the Sulu Seas. It is likewise mandated to undertake research in fish processing and culture and in oceanography. The Board of Regents changed the name Sulu College of Technology and Oceanography to Tawi-Tawi College of Technology and Oceanography in 1976 after the province of Sulu was split into Tawi-Tawi and Sulu, since the campus was geographically situated in the province of Tawi-Tawi to avert confusion (<https://www.msumain.edu.ph/msusys/>).

In the 70's, four more campuses were established by the Board of Regents. MSU at Naawan was established in the Municipality of Naawan, Misamis Oriental in 1971. It is involved in extensive training and research in fisheries and aquaculture. In 1973, MSU General Santos was organized out of a Community High School to concentrate on the expansion and innovation of programs in agribusiness. This campus is located in General Santos City. Within the same year, what started out as a Community College at Dinaig evolved into MSU Maguindanao to specialize in aquaculture, forestry, fisheries and community development. In Sulu, the Board of Regents established MSU Sulu Development and Technical College in 1974 with emphasis on development orientation and technical training to hasten the economic, social and cultural development of the Province of Sulu. It is now renamed MSU Sulu.

In 1982, what started as a self-liquidating community high school established by MSU was elevated into a collegiate level named MSU Buug College. In September 2010, it gained autonomy by virtue of BOR Resolution No. 168, s. 2010. MSU Buug's mission is to provide quality education in arts, sciences and technology in agriculture and forestry as its flagship programs, giving more emphasis on plantation crops. MSU Buug is located in the agricultural province of Zamboanga Sibugay.

These campuses are autonomous, and each is headed by a chancellor who is elected by the Board of Regents for a term of five years. The campus in Marawi serves as the main campus of the University and the President performs the duties and responsibilities of the Chancellor. The Chancellors of MSU-IIT, MSU-TCTO and MSU- General Santos City are members of the Board of Regents pursuant to Memorandum Order No.45 signed by Executive Secretary Joker P. Arroyo on November 7, 1986 and ratified by then President Corazon C. Aquino on March 19, 1987.

On February 13, 2001, the Board of Regents approved the integration of three CHED-Supervised Institutions (CSIs) to MSU pursuant to pertinent provisions of RA No. 7722, otherwise known as the "Higher Education Act of 1994" and RA No. 8292 or "Higher Education

Modernization Act of 1997” and RA No. 8760, otherwise known as the “General Appropriation Act of FY 2000”. The three compelling reasons leading to the integration were: (1) promoting quality education; (2) rationalization of tertiary education; and (3) maximization of resources. These three institutions integrated to the University are: Lanao National College of Arts and Trades (LNCAT) in Marawi City; Maigo School of Arts and Trades (MSAT) in Maigo, Lanao del Norte; and Lanao Norte Agricultural College (LNAC) in Sultan Naga Dimaporo, Lanao del Norte.

At present, MSU as a System, has 11 Constituent Universities and Colleges strategically located in the Mindanao, Sulu, and Palawan (MinSuPala) regions (ibid.).

MSU Constituent, 8 Universities

1. MSU-Main Campus in Marawi City or Islamic City of Marawi; 2. MSU-Iligan Institute of Technology (MSU-IIT); 3. MSU-Tawi-Tawi College of Technology and Oceanography; 4. MSU-General Santos City; 5. MSU-Naawan, 6. MSU-Maguindanao; 7. MSU-Sulu, and 8. MSU-Buug.

Constituent, 3 Colleges

1. MSU-Lanao National College of Arts and Trades (MSU-LNCAT); 2. MSU-Maigo School of Arts and Trades, and 3. MSU-Lanao del Norte Agricultural College.

MSU-Main Marawi Extension 2 Campuses:

1. Sindangan Extension Campus in Mindanao, and 2. Bataraza Extension Campus in the Island of Palawan (ibid.).

The National Service Training Program

Republic Act No. 9163, also known as the “National Service Training Program (NSTP) Act of 2001” declares the affirmed action of the prime duty of the government to serve and protect its citizens. In turn, it shall be the responsibility of all citizens to defend the security of the State and in fulfillment thereof, the government may require each citizen to render personal, military or civil service. Recognizing the youth’s vital role in nation-building, the state shall promote civic consciousness among the youth and shall develop their physical, moral, spiritual, intellectual and social well-being. It shall inculcate in the youth patriotism, nationalism, and advance their involvement in public and civic affairs. In pursuit of these goals, the youth as the most valuable resource of the nation, shall be motivated, trained, organized and mobilized in military training, literacy, civic welfare and other similar endeavors in the service of the nation.

NSTP Vision: The NSTP aims to create valued and useful citizens who can contribute to the improvement of the target communities' quality of life as well as their stability, cohesion, and growth. **NSTP Mission:** The NSTP is a dynamic service that offers capability enhancement for civil welfare with a focus on motivating youth to improve their skills, knowledge, and attitudes on various endeavors and develop their interest in doing volunteer work and being receptive to achieving peace in the context of nation-building. **NSTP Goals:** To institutionalize the NSTP structure, systems, and procedure in the operation of the program for Good Citizenship.

NSTP Core Values

PAGKAMA-KA-DIYOS. Faith in the Almighty, Respect for life, Concern for the family and future generation, Order, Work. PAGKAMA-KA-BAYAN. Nationalism and Patriotism, Unity in Diversity, Equality, Respect for law and the government, Promotion of the common good.

PAGKAMAKA-TAO. Peace, Love, Freedom, Truth, Brotherhood, Justice. PAGKAMAKA-KALIKASAN Concern for the Environment (<https://www.msumain.edu.ph/national-service-training-program/>).

NSTP Program Offerings

1. Reserve Officer Training Corps (ROTC), and 2. Civic Welfare Training Service (CWTS) (ibid.).

Sultan Condong Elementary School (SCES)

SCES is a public elementary school. Sultan Condong Elementary School is located in Barangay Lomidong in the Islamic City of Marawi. This year 2024, Sultan Condong Elementary School had its 36th commencement exercises. This school offers a complete elementary grade levels from grade 1 to grade 6. As of school year 2023-2024, Sultan Condong Elementary School has a total of 1,100 students. Sultan Condong Elementary School is under the Ministry of Education of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) which is headed by a Prime Minister.

Conceptual Framework

Understanding the principles of community participation, ownership, and sustainability in project planning

Community participation is a “fundamental principle in community-based projects. It involved actively engaging community members throughout the project's lifecycle, from the identification of needs to the evaluation of outcomes. This participation can take various forms, such as community meetings, focus groups, surveys, or the formation of local committees. By involving community members, their diverse perspectives, skills, and knowledge can be leveraged to develop effective and sustainable solutions.

Ownership is another crucial principle in community-based projects. It emphasizes the importance of empowering community members to take ownership of the project and its outcomes. This can be achieved by involving them in decision-making, assigning them leadership roles, and fostering a sense of responsibility. When communities feel a sense of ownership, they are more likely to sustain and maintain the project's benefits even after its completion.

Sustainability is a key consideration in community-based project planning. Sustainable projects are designed to have long-lasting positive impacts by addressing both the immediate needs and the underlying causes of community challenges. This involves considering environmental, social, and economic factors to ensure that the project's benefits endure over time. By promoting sustainability, community-based projects contribute to the long-term development and well-being of the community (Panghasian, 2024).”

Community participation, ownership, and sustainability are concepts used in designing the community-based projects that were initiated by the National Service Training Program Office through its faculty members and coordinators.

Exploring the role of project design and implementation in achieving positive community outcomes.

“Project design and implementation play critical roles in achieving positive community outcomes in community-based projects. The design phase involves conducting a comprehensive needs assessment, understanding the community's aspirations, and developing appropriate

strategies and interventions. Effective project design considers the community's context, available resources, and capacity, ensuring that the project aligns with the community's values and priorities.

During implementation, it is crucial to foster collaboration, transparency, and open communication with the community. This involves engaging community members in the actual execution of project activities, providing them with necessary training and support, and establishing mechanisms for regular feedback and evaluation. The project implementation phase should be flexible and adaptive, allowing for adjustments based on community input and changing circumstances. By involving the community throughout the project's lifecycle, from design to implementation, community-based projects can achieve positive outcomes. These outcomes may include improved access to education, better healthcare services, enhanced infrastructure, increased economic opportunities, strengthened social networks, and empowered community members. Ultimately, the success of community-based projects is measured by the positive and sustainable changes they bring about in the lives of community members (ibid.).

Problem Identification/Community Needs Assessment- Problems should be identified and prioritized based on the resources available. The participation of the community people in this phase is necessary because they themselves know the real situation of the community. Data gathering procedure may include interviews, mapping, key informant interview, focus group discussion, etc.

Project Design and Goal Setting

Developing clear project goals, objectives, and outcomes that align with community needs; creating a logical framework or project framework to guide implementation, and identifying appropriate project activities, outputs, and indicators for monitoring and evaluation.

Stakeholder Analysis and Engagement

Analyzing key stakeholders and their roles in the project; strategies for engaging and involving stakeholders in project planning and implementation, and Building effective partnerships and collaborations with community organizations and institutions.

Resource Mobilization and Budgeting

Identifying potential funding sources and developing a resource mobilization strategy; budgeting and financial management considerations for community-based projects; exploring alternative resources such as in-kind contributions, volunteerism, and community fundraising.

Assessment

Individual or group project plan Develop a comprehensive project plan for a specific community-based project, including needs assessment, goals, objectives, activities, and monitoring and evaluation framework”(ibid.).

The above concepts were applied in facilitating and implementing community-based projects by the National Service Training Program Office through its faculty members and coordinators.

METHOD

The academic sources of this study were obtained through library and online research. Secondary sources such as books and NSTP modular materials were used. The actual engagement

of the researchers on community extension activities, programs, and projects that were documented by them were used to address this research question.

RESULTS AND DISCUSSION

The community extension activities, programs, and projects that were implemented at Sultan Condong Elementary School had went through a thorough, and series of extensive discussions and consultations between the College of Social Sciences and Humanities (CSSH) NSTP Coordinator, Dr. Sohayle M. Hadji Abdul Racman, and the Principal of the said school, Sanwira D. Bantuas. This demanding and rigorous process applies the concept of “Stakeholder Analysis and Engagement”. Based on the “Community Needs Assessment,” the community extension activities, programs, and projects that were identified, and were needed by the school were the following with corresponding title:

1. *Malinis at Matibay na Ngipin at Malusog na Bibig* (Clean, and Strong Teeth, and Healthy Mouth): Preventing Tooth Decay and Mouth Diseases;
2. Keeping Hands Clean and Clipping Nails: A Healthy Habit to Prevent Hands to Mouth Related Diseases and Intestinal Parasites;
3. Training on Fire Safety Management Among Pupils, Teachers, and Staff of Sultan Condong Elementary School, Brgy. Lomidong, Marawi City, LDS;
4. Turning Clean and Green Environment into a Reality: Putting up a Botanical Garden at Sultan Condong Elementary School, Marawi City, LDS, and
5. Seminar on Women Empowerment: Paving the Way to Moral Recovery & Governance.

I. With regards to *Project Design and Goal Setting*, each identified project has specific objectives/goals, methods of implementing the project, and expected outcomes/outputs or results.

For community extension activities and project titled, *Malinis at Matibay na Ngipin at Malusog na Bibig: Preventing Tooth Decay and Mouth Diseases*; its main objective is to instill proper dental care, and mouth hygiene practices among selected pupils from Grade 1 to Grade 6 of Sultan Condong Elementary School through an engaging and interactive training session.

The methods of implementing the project are *Storytelling and Interactive Discussions*: interactive discussions; relating stories to explain the importance of dental care, and mouth hygiene, and facilitating interactive sessions to encourage active participation among pupils. *Hands-on Practice and Demonstration*: demonstrating the correct way of brushing the teeth and tongue using a toothpaste, a toothbrush, and water to rinse the mouth, and providing each participant with the opportunity to practice brushing their teeth, and tongue under supervision, and *Creative Activities*: engaging the pupils in role-playing demonstrating the feeling of having a clean teeth and mouth in public places, and when talking to people. In contrast, engage the pupils in role-playing demonstrating the feeling of having a tooth decay or loss, and unhygienic mouth such as unpleasant breath in public places, and when talking to people.

The expected outcomes/outputs or results are *Knowledge and Skills Enhancement*: the pupils will gain a clear understanding of the importance of dental care, and mouth hygiene, and acquire practical skills for proper brushing of teeth, and tongue to keeping the mouth clean. *Behavioral Change and Positive Attitude*: the pupils will demonstrate improved dental care, and mouth hygiene habits in their daily routines, reflecting a positive attitude towards personal hygiene, and *Creative Expression and Peer Education*: the pupils will express their understanding of dental care and mouth hygiene habits while fostering a sense of self-care, and they will also be equipped to share their knowledge on dental care, and mouth hygiene habits with their peers, and

family members, thus, creating a positive impact on the school community and at their respective home. *Resource Mobilization and Budgeting: Php 3,600.*

II. With regards to *Project Design and Goal Setting* for community extension activities, and project on *Keeping Hands Clean and Clipping Nails: A Healthy Habit to Prevent Hands to Mouth Related Diseases and Intestinal Parasites*; its specific objective is to instill proper hands, and nails hygiene practices among selected pupils from Grade 1 to Grade 6 of Sultan Condong Elementary School through an engaging and interactive training session.

The methods of implementing the project are *Storytelling and Interactive Discussions*: using of age-appropriate stories, and discussions to explain the importance of hands hygiene, and nails hygiene, and facilitate interactive sessions to encourage active participation and understanding. *Hands-on Practice and Demonstration*: demonstrating the correct way to wash hands using soap and water, and nail clipping, and provide each participant with the opportunity to practice handwashing, and clipping nails under supervision, and *Role-Playing and Creative Activities*: engaging the participants in role-playing scenarios where they practice hand hygiene in different situations, and conduct arts and crafts activities related to hand hygiene to make learning enjoyable.

The expected outcomes/outputs or results are *Knowledge and Skills Enhancement*: the pupils will gain a clear understanding of the importance of hands hygiene, and nails hygiene, and acquire practical skills for proper handwashing and nails clipping. *Behavioral Change and Positive Attitude*: the pupils will demonstrate improved handwashing habits in their daily routines, and clipping of nails regularly reflecting a positive attitude towards personal hygiene, and *Creative Expression and Peer Education*: the pupils will express their understanding of hands and nails hygiene through creative artwork, fostering a sense of ownership, and pride. They will also be equipped to share their knowledge with peers, creating a positive impact on the school community. *Resource Mobilization and Budgeting: Php 3,100.*

III. With regards to *Project Design and Goal Setting* of community extension activities, and project on *Training on Fire Safety Management among Pupils, Teachers and Staff of Sultan Condong Elementary School, Brgy. Lomidong, Marawi City, LDS*; its specific objective/goal is to instill knowledge on fire safety management among selected pupils, teachers, and staff of Sultan Condong Elementary School, Brgy. Lomidong, Marawi City, LDS.

The methods of implementing the said project begins primarily by coordination and establishing a link with the management of the Bureau of Fire Protection, Marawi City, LDS; then follows a lecture and training on fire safety management by the personnel of the said Bureau, and actual hands-on fire drill involving the pupils, teachers, and staff of Sultan Condong Elementary School, Brgy. Lomidong, Marawi City, LDS.

The expected outcomes/outputs or results are *Knowledge Preparedness*: at the end of lecture on fire safety management and actual hands-on fire drill involving the pupils, teachers, and staff of Sultan Condong Elementary School, and the participants would be equipped with knowledge on applying fire safety management in the future ensuring a safety environment. *Resource Mobilization and Budgeting: Php 4,500.*

IV. With regards to *Project Design and Goal Setting* of community extension activities, and project on *Turning Clean and Green Environment into a Reality: Putting up a Botanical Garden at Sultan Condong Elementary School, Marawi City, LDS*, its objective/goal is facilitating

a skill transfer session in Sultan Condong Elementary School to equip its pupils and teachers with practical knowledge in cultivation of vegetables such as *sakurab* (scallion), ginger, spring onions, turmeric, and lemon grass, and non-flowering ornamental plants fostering self-sufficiency, and sustainable agricultural practices.

The methods of implementing the project are *Interactive Workshops*: conducting an interactive workshops where selected participants (pupils and teachers) actively engage in learning the intricacies of cultivation of vegetables such as *sakurab* (scallion), ginger, spring onions, turmeric, and lemon grass, and selected non-flowering ornamental plants. *Hands-on Demonstration*: providing a practical, hands-on demonstrations to ensure participants gain practical skills, and confidence in implementing learned techniques, and *Expert Guidance*: facilitating a sessions on valuable insights, tips, and best practices for successful cultivation of vegetables such as *sakurab* (scallion), ginger, spring onions, turmeric, and lemon grass, and selected non-flowering ornamental plants.

The expected outcomes/outputs or results are *Empowered Participants*: the participants will acquire a comprehensive understanding of cultivation of vegetables, and non-flowering ornamental plants farming, gaining the confidence to apply their skills independently. *Community Collaboration*: the skill transfer session will foster a collaborative spirit among pupils and teachers, promoting a sense of community, and shared knowledge in basic agricultural endeavors, and *Adoption of Sustainable Practices*: the participants will adopt sustainable, and eco-friendly farming practices contributing to practical knowledge on cultivation of selected vegetables, and selected non-flowering ornamental plants to be used in school's premises in the future. *Resource Mobilization and Budgeting*: Php 4,000.

V. With regards to *Project Design and Goal Setting* of community extension activities, and project on *Seminar on Women Empowerment: Paving the Way to Moral Recovery & Governance*, its main objective/goal is on women empowerment through a holistic understanding of the empowered Muslim women in the 7th century up to the present century.

The methods of implementing the project are lecture on the *Overview of Muslim Women Empowerment from the 7th century to the present century* by providing a comprehensive narrative on Muslim women empowerment from the 7th century to the present century emphasizing their contributions to the Ummah (Muslim community). *Lecture on Women Empowerment from the 7th century to the present*: conducting a comprehensive knowledge on the contributions of empowered Muslim women from the 7th century to the present, on selected cases, and *Understanding the Impact of Women Empowerment from the 7th century to the present century*: facilitating a session that explores the broader consequences of understanding the broader spectrum on Muslim women's contributions to the Ummah from the 7th century to the present century.

The expected outcomes/outputs or results are *Increased Awareness and Understanding*: the participants will gain a heightened awareness on Muslim women empowerment from the 7th century to the present emphasizing their contributions to the Ummah, and *Compliance on Bills (laws) on Women's Empowerment and Behavioral Change for Women's Well-being*: at the end of the seminar, the Muslim women participants will be able to realize the Muslim women's contributions to the society's progress on a wider spectrum ranging from politics, security, law enforcement, military, education, medicine, literacy, science, religion, etc. vis-à-vis their roles as educators, and as public servants. *Resource Mobilization and Budgeting*: Php 3,400.

Narrative Discussion on the Community Extension Activities, Programs, Projects and Documentation

This community extension activities, and project titled: “*Malinis at Matibay na Ngipin at Malusog na Bibig: Preventing Tooth Decay and Mouth Diseases*”, was conducted on April 28, 2024 at Sultan Condong Elementary School (SCES) at Barangay Lomidong, Marawi City, held at the covered court of the said school. This event was organized by Dr. Sohayle M. Hadji Abdul Racman, the NSTP Coordinator of the College of Social Sciences and Humanities (CSSH) of Mindanao State University, Marawi City. The main audience of the said event were 400 students who are grade 2, 3, 4, and 6 of the said school. The objective of this event is to instill proper dental care, and mouth hygiene practices among the said students. A short video clip on proper dental hygiene was played before the said students. Dr. Hadji Abdul Racman, a trained physical anthropologist at the College of Social Sciences and Philosophy, University of the Philippines in Diliman, Quezon City explained before the students the health complications caused by having a poor dental and mouth hygiene. He explained to them that germs could build up inside the tooth decay and mouth which then later these germs circulate to the brains, and heart which eventually damages them. The students were taught how to brush their teeth and tongue properly. Some students were selected to actualize brushing their teeth and tongue. The event was concluded with distributing to each 400 students a hygiene kit consisting of toothbrush, toothpaste, soap, face towel, comb and shampoo.



NSTP students and the lecturer demonstrating to pupils the desired amount of toothpaste needed for brushing the teeth.



Picture taking with the lecturer on: *“Malinis at Matibay na Ngipin at Malusog na Bibig: Preventing Tooth Decay and Mouth Diseases”*, Dr. Sohayle M. Hadji Abdul Racman, and the lecturer on: *“Keeping Hands Clean and Clipping Nails: A Healthy Habit to Prevent Hands to Mouth Related Diseases and Intestinal Parasites”*, Prof. Mohammad Ryan Lomondot Diamla of College of Health and Sciences of Mindanao State University, Marawi City, together with the NSTP students, and the school principal of Sultan Conding Elementary School, Sanwira D. Bantuas, and the elementary pupils of the said school.



Dr. Sohayle M. Hadji Abdul Racman commencing his lecture on: “*Malinis at Matibay na Ngipin at Malusog na Bibig: Preventing Tooth Decay and Mouth Diseases*”. See the hygiene kits.



SCES pupil demonstrating his acquired skills on proper way of brushing his teeth.



SCES pupils demonstrating their acquired skills on proper way of brushing teeth and tongue.



The pupils of SCES showing their hygiene kits consisting of toothbrush, toothpaste, soap, face towel, comb, and shampoo.

Another community extension activities, and project titled: “*Keeping Hands Clean and Clipping Nails: A Healthy Habit to Prevent Hands to Mouth Related Diseases and Intestinal Parasites*”, was conducted on April 28, 2024 at Sultan Condong Elementary School (SCES) at Barangay Lomidong, Marawi City, held at the covered court of the said school. This event was organized by Dr. Sohayle M. Hadji Abdul Racman, the NSTP Coordinator of the College of Social Sciences and Humanities of Mindanao State University, Marawi City. The main audience of the said event were 400 students who are grade 2, 3, 4, and 6 of the said school. The objective of this event is, to instill proper hands hygiene, and nails hygiene practices among the said students. A short video clip on proper handwashing was played before the said students. The Islamic ways of clipping the nails of both fingers and toes were also taught and demonstrated to the students. Professor Mohammad Ryan Lomondot Diamla of the College of Health and Sciences of Mindanao State University, Marawi City has lectured before the students the importance of proper handwashing, and clipping of nails, he emphasized in his lecture on how to prevent hands to mouth related diseases and intestinal parasites.



Prof. Mohammad Ryan Lomondot Diamla of College of Health and Sciences of Mindanao State University, Marawi City delivering his lecture on: “*Keeping Hands Clean and Clipping Nails: A Healthy Habit to Prevent Hands to Mouth Related Diseases and Intestinal Parasites*”, to the pupils.



The Principal of Sultan of Condong Elementary School, Sanwira D. Bantuas delivering her welcome address.



Assessing the students on proper handwashing and brushing of teeth.

Another community extension activities, and project titled: “*Training on Fire Safety Management among Pupils, Teachers and Staff of Sultan Condong Elementary School, Brgy. Lomidong, Marawi City, LDS*”, was conducted on May 9, 2024 at the said school. Dr. Sohayle M. Hadji Abdul Racman, the NSTP Coordinator of the College of Social Sciences and Humanities of Mindanao State University, Marawi City, has invited some personnel of Bureau of Fire Protection (BFP) Marawi City, Lanao del Sur to deliver a lecture on fire safety management which was held at the covered court of the said school. After the said lecture, a demonstration of putting off fire using a fire extinguisher was conducted at the backyard of SCES which was participated by the students, staff, and teachers of the said school. This event was participated by 110 students, grade 5.



The personnel of BFP delivering his lecture on fire safety management.



A student putting off fire using a fire extinguisher assisted by the BFP personnel.



Picture taking of the students of SCES, the personnel of BFP with the principal of SCES, Sanwira D. Bantuas, the CSSH NSTP students, and Sohayle M. Hadji Abdul Racman, the CSSH NSTP Coordinator.



Picture taking of the personnel of BFP with the principal of SCES, Sanwira D. Bantuas, and Dr. Sohayle M. Hadji Abdul Racman, the CSSH NSTP Coordinator of MSU, Marawi City, and Mohammad-Yassin P. Abubacar, School DRRM Coordinator, SCES, Marawi City Lanao de Sur, BARMM.



SCES teacher putting off fire using a fire extinguisher.

Another community extension activities, and project titled: *“Turning Clean and Green Environment into a Reality: Putting up a Botanical Garden at Sultan Condong Elementary School, Marawi City, LDS”*, was conducted on May 12, 2004 at the said school. Dr. Sohayle M. Hadji Abdul Racman, the NSTP Coordinator of the College of Social Sciences and Humanities of Mindanao State University, Marawi City, has spearheaded the said community extension activity, the objective of the activity is, to equip the grade 5 students, 110, and teachers of the said school with practical skills in cultivation of vegetables such as *sakurab* (scallion), ginger, spring onions, turmeric, and lemon grass, and non-flowering ornamental plants in fostering self-sufficiency and sustainable agricultural practices. A short video clip on children who are gardening vegetables was

played before the students; another short video clip on Japanese elementary students who are farming rice was also played to the same students, to motivate them to actively engage in gardening and farming in the future. Dr. Hadji Abdul Racman has demonstrated before the said students, and teachers of the said school on proper ways of planting the said vegetables, and non-flowering ornamental plants which he brought to the said school, which later, he let the students to plant the said vegetables, and ornamental plants in a pot filled with garden soil. Some parents also participated during the actual gardening. This event was remarkably relevant to the learning of the said students.



SCES pupils planting session.



SCES pupils planting session.



The demonstration of Hadji Abdul Racman to the pupils, parents, and teachers the proper way of planting plants in a pot.



Demonstrating to the pupils, teachers and parents the proper way of planting plants in a pot.



Picture taking session after planting ornamental plants, herbs and spices in pots.



Preparing the pots and the ornamental plants, herbs and spices such as *sakurab* (scallion), lemon grass, turmeric, ginger, and spring onions.

Another community extension activities, and project titled: “*Seminar on Women Empowerment: Paving the Way to Moral Recovery & Governance*,” was conducted at Sultan Condong Elementary School, Marawi City on May 19, 2024. This seminar was attended by the teachers of the said school, 16 all, and the NSTP students, 105, of Dr. Sohayle M. Hadji Abdul Racman, attended the seminar. The main objective of the seminar is women empowerment by exploring the impact of Muslim women empowerment from the 7th century to the present century, in addition, navigating the broader consequences of understanding the broader spectrum on Muslim women’s contributions to the Ummah from the 7th century to the present century. A question and answer took place after the seminar. Dr. Sohayle M. Hadji Abdul Racman spearheaded the seminar and at the same time he has lectured the seminar before the audience.



The NSTP students and SCES teachers listening to “Seminar on Women Empowerment: Paving the Way to Moral Recovery & Governance” .



Picture taking with the SCES teachers with the lecturer, Dr. Sohayle M. Hadi Abdul Racman after delivering his lecture and seminar.



Picture taking with the SCES teachers with the lecturer, Dr. Sohayle M. Hadi Abdul Racman and the CSSH NSTP students after the lecture/seminar.



The lecturer, Dr. Sohayle M. Hadi Abdul Racman delivering his lecture to the participants.



The teachers of SCES listening to the lecture.



The SCES teacher raising her question during the Q & A session after the seminar.

Other community extension projects facilitated by Dr. Sohayle M. Hadji Abdul Racman: Skills-Training: Baking Moist Chocolate Cake Among Selected Teachers of Sultan Condong Elementary School, Brgy. Lomidong, Marawi City, LDS, which will be managed by the TESDA, Lanao del Sur.



The MSU College of Social Sciences and Humanities and NSTP-CWTS community extension activities on tarpaulin. The CSSH NSTP students also participated the “Mandatory Tree Growing” on June 8, 2024 at MSU Golf course.



The NSTP students participation in mandatory tree growing at MSU Golf Course

CONCLUSION

The National Service Training Program (NSTP) Office plays a very crucial role in the implementation of Mindanao State University, Marawi City's community extension services, programs, and projects through the facilitation, and spearheading of the MSU NSTP teachers, coordinators, and lecturers. The pro-active implementation of MSU-NSTP office of various community extension services, programs, and projects is crucial to the upgrading of MSU rank in terms of being among the top performing university in Mindanao, and more broadly in the country-Philippines. This research shows that the MSU-NSTP office has been active in the implementation of community extension services, programs, and projects through the facilitation, and spearheading of the MSU-NSTP teachers, coordinators, and lecturers as in this case. This research endeavor recommends that the MSU-NSTP office must provide moral, logistics, and financial support to MSU-NSTP teachers, coordinators, and lecturers so that they could facilitate, implement, and spearhead in the implementation of various community extension services, programs, and projects to the communities nearby the Mindanao State University, Marawi City geared towards empowering individuals, families, and communities. Meanwhile, the MSU-NSTP teachers, coordinators, and lecturers should collaborate among themselves, and share among themselves their expertise, and field of studies that is needed for the implementation of various community extension services, programs, and projects. In addition, they should document orderly their implemented community extension services, programs, and projects to the communities, so that

such document could be used as a reference materials for future research on implementing community extension services, programs, and projects to the communities, more particularly on applying best practices, procedures, and techniques in implementing community extension services, programs, and projects effectively.

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