


**A PROPOSED COMMUNITY DEVELOPMENT PROGRAM
FOR DIBAY THROUGH COMMUNITY-BASED
EDUCATION: A PARTICIPATORY
ACTION RESEARCH**



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ABSTRACT

Title of the Research: **A Proposed Community Development Program For Dibay Through Community-Based Education: A Participatory Action Research**

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This descriptive and participatory action study was conducted to propose a community development program for Dibay through community-based education. The theoretical framework was anchored on Paulo Freire's Theory on the Pedagogy of the Oppressed (Ferrer, 1992) and (http://www.wikipedia.org/Pedagogy_of_the_Oppressed) and Bertalanffy's Systems Theory (<http://www.tamas.comsamples/sourcedocs/SystemsTheory.pdf>). The current status of Dibay on the different aspects of development: (a) education, (b) livelihood and economic activities, (c) environment, (d) health, (e) peace and order, (f) politics, (g) culture, (h) religion, and (i) youth development was assessed. The different problems on each aspect of development were identified and their most undesirable effects were determined. The data were obtained using the tools like mapping, wealth ranking,

institutional/venn diagram, seasonal chart, flow chart, tables, and matrices. The results served as the bases for the proposed community development program for Dibay through community-based education.

The main sources of the data were the responses of the core group, with 14 members who represented the seven (7) *sitios* of Dibay. In determining the participants of the study, the researcher utilized purposive sampling. Documents on the different aspects of development from the local government of the municipality of Calayan were gathered as the secondary sources of data and to substantiate the data given by the core group.

Findings from the study reveal that the current status of Dibay on the aspect of :(a) education is serious due to problems like lack of instructional materials and facilities, poverty, accessibility of the schools and lack of food and water; (b) livelihood and economic activities are serious due to problems like weather condition, availability of internal markets, lack of skills/know-how, and poor road conditions; (c) environment is very serious due to problems on discipline and cooperation among the local people, cutting of trees, illiteracy, and insufficient funds; (d) health is serious due to problems like malnutrition, the environment-supply of potable water, weather condition, insufficient supply of medicine and health workers, lack of health center and equipment, illiteracy, and remoteness of the place; (e) peace and order

is serious due to problems on the implementation of ordinances, functions of the barangay officials, illiteracy, and due process; (f) politics is serious due to problems on illiteracy, vote-buying, and use of guns; (g) culture is serious due to problems on migration, increasing number of religion, poverty, and illiteracy; (h) religion is serious due to problems on low level of education/illiteracy, absence of religious leaders, and increasing number of religion; and (i) youth development is very serious due to problems on lack of activities and programs for the youth, poverty, and lack of support from their parents, from the community, and the agencies concerned.

Based on the findings, the study concludes that: (a) the quality of education offered in Dibay is poor due to many problems; (b) Dibay could be more peaceful and orderly if the local people were united through the leadership the barangay officials; (c) the local people in Dibay have no participation in the planning, implementation of policies directly concerning them and illiteracy is an obstacle for them to be heard and in exercising their right of suffrage; (d) culture and religion are affected due to migration, illiteracy, poverty, and increasing number of religion in the locality; (e) the youth are not empowered and have no opportunity to achieve holistic development; and (f) the proposed community development program by the core group through community-based education would address the identified problems.

This study thereby recommends the following: (a) The Local Government Unit (LGU) should convene all the government agencies concerned and analyze further the recommendations given by the core group which will serve as springboard for the planning for activities on the different aspects of development; (b) For the parents and the community in general, further critical study can be conducted on how they can be empowered and be involved in the entire process of the community development program; (c) For the core group to formally organize and strengthen their team by seeking SEC registration and come up with various organizational development activities that will enhance their capabilities as a group; and (d) Further Participatory Action Research (PAR) can be conducted by using additional variables.

TABLE OF CONTENTS

	Page
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	6
ACKNOWLEDGEMENTS	7
TABLE OF CONTENTS	9
LIST OF TABLES	12
LIST OF FIGURES	16
Chapter	
1 THE PROBLEM AND ITS SETTING	
Introduction	17
Theoretical/Conceptual Framework	24
Statement of the Problem	30
Assumption	31
Scope and Delimitation of the Study	31
Significance of the Study	33
Definition of Terms	34
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	40
Research Literature	83
Synthesis	91
3 RESEARCH METHODOLOGY	
Research Design	95
Population and Sampling	96
Participants of the Study	96
Research Instrument	98

	Validation of the Instrument	102
	Data Gathering Procedure	102
	Statistical Treatment of Data	105
4	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
	Problem No.1	107
	Problem No. 2	162
	Problem No. 3	179
	Problem No. 4	203
	Problem No. 5	216
	A Proposed Community Development Program	219
	A Proposed Community-based Education Program	222
5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	228
	Summary	230
	Findings	242
	Conclusions	250
	Recommendations	253
	REFERENCES	
	APPENDICES	
	A. Letter of Request to the Municipal Mayor	265
	B. The Instruments	266
	C. Map of Cagayan and Calayan	273
	D. Picture of Calayan Rail	274
	E. Number of Schools and School Facilities	275
	F. Rural Health Units, Health Centers and Services	276
	G. Sources of Potable Water in Dibay	277

H. Photos during the PAR Process	278
I. Photos while Transecting the Place	280
J. Photos of the Different PAR Tools	281
K. Mortality and Morbidity Rates	282
L. Letter of Affirmation from the Municipal Mayor	283
M. Proposed Budget for the Community Development	284
N. Curriculum Vitae	285



LIST OF TABLES

TABLE		Page
1	Classification of the Core Group Members	97
2	The Current Status of Dibay on the Aspect of Education and the Effects of the Situations as Determined by the Core Group	110
3	Transcribed Data about the Current Status of Dibay on the Aspect of Education with its Theme, Justification, and Analysis	113
4	The Current Status of Dibay on the Aspect of Livelihood and Economic Activities and the Effects of the Situations as Determined by the Core Group	117
5	Transcribed Data about the Current Status of Dibay on the Aspect of Livelihood and Economic Activities with its Theme, Justification, and Analysis	123
6	Seasonal Chart	126
7	Wealth Ranking	127
8	Number of People Affected, Seriousness of the Problems, Impact to the Local People and Availability of Technology	128

9	The Current Status of Dibay on the Aspect of Environment and the Effects of the Situations as Determined by the Core Group	129
10	Transcribed Data about the Current Status of Dibay on the Aspect of Environment with its Theme, Justification, and Analysis	132
11	The Current Status of Dibay on the Aspect of Health and the Effects of the Situations as Determined by the Core Group	135
12	Transcribed Data about the Current Status of Dibay on the Aspect of Health with its Theme, Justification, and Analysis	139
13	The Current Status of Dibay on the Aspect of Peace and Order and the Effects of the Situations as Determined by the Core Group	141
14	Transcribed Data about the Current Status of Dibay on the Aspect of Peace and Order with its Theme, Justification, and Analysis	144
15	The Current Status of Dibay on the Aspect of Politics and the Effects of the Situations as Determined by the Core Group	146

16	Transcribed Data about the Current Status of Dibay on the Aspect of Politics with its Theme, Justification, and Analysis	148
17	The Current Status of Dibay on the Aspect of Culture and the Effects of the Situations as Determined by the Core Group	149
18	Transcribed Data about the Current Status of Dibay on the Aspect of Culture with its Theme, Justification, and Analysis	152
19	The Current Status of Dibay on the Aspect of Religion and the Effects of the Situations as Determined by the Core Group	154
20	Transcribed Data about the Current Status of Dibay on the Aspect of Religion with its Theme, Justification, and Analysis	157
21	The Current Status of Dibay on the Aspect of Youth Development and the Effects of the Situations as Determined by the Core Group	158
22	Transcribed Data about the Current Status of Dibay on the Aspect of Youth Development with its Theme, Justification, and Analysis	161

23	Community Development Program on the Aspect of Education	205
24	Community Development Program on the Aspect of Livelihood and Economic Activities	207
25	Community Development Program on the Aspect of Environment	209
26	Community Development Program on the Aspect of Health	210
27	Community Development Program on the Aspect of Peace and Order	211
28	Community Development Program on the Aspect of Politics	212
29	Community Development Program on the Aspect of Culture	213
30	Community Development Program on the Aspect of Religion	214
31	Community Development Program on the Aspect of Youth Development	215

LIST OF FIGURES

FIGURE		Page
1	Paradigm of the Study	29
2	Map of Dibay	108
3	Matrix of the Proposed Training for the Core Group	219
4	Matrix of the Contents of the Proposed Community-Based Education	222
5	Paradigm of the Community Development Program	225

