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Impact of University-Wide Extension Program on Intellectual Wellness of Third Agers, Structural Growth, and National-International Goals

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Abstract

Intellectual wellness stimulates innovatively, encouraging scholarly undertakings. A mentally healthy person maximize the use of resources accessible to magnify personal understanding and enhanced abilities along with growing possibilities for sharing. An intellectually fit individual customized the logical and traditional events in the classroom and beyond shared with the social resources and knowledge within the academe and the external- larger community. From an extension program was designed and implemented to address the holistic wellness activities among third agers. This paper aimed to determine the impact of the program on the intellectual wellness of third agers, organization development, and national-international goals. With this aim, result chain was used as framework to analyse the interrelation between the implementation and its results at different levels. Descriptive methods research design was used, it gathered data through interview and document analysis using previous accomplishment reports. Evaluator-made survey questionnaire was employed to estimate the quantitative impact of the program. Results revealed that the impact of the extension program produced considerable outputs and outcomes, eventually they impacted intellectual wellness of third agers and organizational development of the association. Quantitatively, the wellness program had a high impact on the intellectual wellness of third agers.

Keywords: intellectual wellness, organizational development, third agers, input, outputs, outcomes, impact

Introduction

Intellectual wellness stimulates innovatively, encouraging scholarly undertakings. A mentally healthy person maximize the use of resources accessible to magnify personal understanding and enhanced abilities along with growing possibilities for sharing. An intellectually fit individual customized the logical and traditional events in the classroom and beyond shared with the social resources and knowledge within the academe and the external- larger community. A well person expands his or her knowledge and skills while discovering the potential for sharing one's gifts with others. The mind should be continually exercised just as the body. To develop mentally healthy, it is significant to ascertain matters related to critical thinking, problem solving, and adjustment to new conditions. Intellectual wellness involves spending more time pursuing personal interests and reading books, magazines and newspapers, while staying aware of current issues and events. It is the ability to open one's mind to new concepts and experiences that can be applied to personal decisions, group interaction and community enhancement, improve skills and seek challenges in pursuit of

lifelong learning (College of Professional Studies retrieved October 3, 2019)

The extension project of the university on third agers engaging the faculty and students from graduate and undergraduate programs by conducting several studies and activities that are responsive to the needs of this sector. This started by assessing, monitoring and documenting empirical evidences about third agers in the province to come up with relevant extension program and projects. The faculty and students of the Social Science Department, College of Arts and Science had conducted studies on the needs of the retirees of Bukidnon (Torres, 2007); and the reasons why senior citizens in barangay 9 gawadkalinga smoke (Ravelo, Mendez, Dumalahay&Agopo, 2014). Moreover, the graduate and undergraduate students of the College Education contributed studies related to this sector. These are on the wellness activities for older adults in Don Carlos Bukidnon (Paña&Pagulong, 2013); perceptions and feelings for senior citizens about being old (Abalo&Pacomios, 2013); perceptions of high school students toward senior citizens (Ong &Loson, 2013); perceptions of senior citizens toward technology (Parcon& Rivera, 2013); senior citizens health and well-being (Neri, Lumbab&Veloso, 2013); wellness activities for senior citizens in Kiataotao, Bukidnon (Baring &Clavel, 2013); concerns of senior citizens in Valencia City, Bukidnon (Vilchez& Zuniga, 2013); and perceptions of first year students of Bukidnon State University toward older adults (Cordero &Calforo, 2013). In 2014 and 2015, two studies were conducted these are on personal views on retirement of Bukidnon State University Employees (Carbajal, 2015); and the wellness activities of the older adults in Bukidnon including the scope and challenges (Torres, 2015). Lastly, Gabales and Garote (2013) conducted a face-to-face interview to 20 individuals in barangay Kalasungay, Malaybalay City aged between 60 and 80. This was to describe how senior citizens (third agers) perceived quality of life. The paper indicated various themes such as health, family and social relation, financial circumstances, social activities, religious beliefs and spirituality, pension, health services, discounts, financial assistance, self-acceptance, positive outlook, productivity, autonomy, sensitivity, and fearlessness. The results further implies that third ager are all aware of their rights, responsibilities and actions towards a responsive self to modernization, healthy lifestyle and creative minds.

A wellness activities for older adults in Don Carlos, Bukidnon done by Paña&Pagulong, (2013) was properly documented with the involvement of all presidents of senior citizens' association of every barangay. Results presented some barriers of conducting wellness activities such as the lack of interest, lack of funding and initiatives, diverse religions and cultures, lack of knowledge, absence of facilities, lack of time, absence of government support, physical disabilities of third agers and among others. It was reported also that social wellness was least present in the locality. In the end, it recommended that wellness activities should be given more attention and support by the local government unit and different concerned sectors. DSWD should spearhead the initiations and implementation of these activities. Otherwise, wellness and the quality of life of this sector would remain unattended.

At this stage in life, these individuals are considered vulnerable. This sector is defenseless and susceptible to risks related to wellness, especially those who had not been employed and are not financially stable. This sector needs much attention of their significant others, the government, and any interested civil societies who advocate and advanced their interests. It was reasonable that the university took part in taking care the third agers in the province as a response to

earlier studies. In fact, it was claimed that the Bukidnon third agers were not yet holistically well. They have wellness activities but mostly were related to spiritual and physical dimensions. Yet this was not what spiritual wellness is all about because their spiritual wellness activities were heavily grounded on their culture. The same study revealed further that intellectual and emotional wellness activities were scarce. Leadership was the most frequently cited reason of shortage of wellness activities. The indicated that there was absence of balanced wellness. The study recommended to design, develop and implement a university-wide extension program that would address the situation in order to make these third agers holistically well (Torres, 2009; Torres, 2017).

The foregoing studies served as a guide to come up with an extension based research which is on the impact of university-wide extension program on intellectual wellness of third agers, structural growth, and national-international goals. It was in 2017 that the university re-classified such project as a university-wide extension program which involved colleges other than the graduate programs of the College of Education. However, its strategies are the same when it started in 2014. Its vision was to *see holistically healthy third agers around supportive families and communities*, while its mission was to *promote quality of life for all the participants*. The program aimed to increase the older adults' awareness on holistic wellness; engage the elderly in holistic wellness activities; collaboratively plan, implement, and evaluate wellness activities with the older adults; and for the older adults to influence other older adults to engage in holistic wellness activities. It intends to track whether these vision, mission and objectives of the program had been realized or achieved. Thus, this study was initiated to provide empirical evidence on the achievements of the program, explored its impact on the intellectual wellness of the third agers and on the organizational development of the association.

Framework of the Study

The university-wide wellness program is premised on the six-dimension wellness model of Hettler (1976) as cited in Strout and Howard (2012). This model includes the occupational, social, intellectual, physical, emotional, and the spiritual wellness. This study focus only on the intellectual wellness which is on commitment to lifelong learning through continual acquisition of skills and knowledge. The foregoing holistic wellness model was not used to evaluate the third agers. Instead, it was made as the foundation or basis of the extension program that provides activities that promote intellectual wellness among third agers.

This impact study uses the result chain framework to analyse the achievements of the programs through the implemented activities and determine the immediate outputs and outcomes. It is used further to identify the impact of the program on holistic wellness of third agers and the organizational development of the association to which the third agers are official members. It is said that to attain long term results, the organization passes through a series of steps which include inputs, activities, outputs, outcomes, and impact. These terms are used to describe changes or results at the different levels (Winderl, 2016).

OECD (2012) defined the elements of results chain. **Inputs** are the needed resources to carry out activities in the organization. Typically, they refer to money, staff, time, materials and equipment, transportation costs, and infrastructure needed. Activities are action taken to transform inputs to outputs. In the case of this extension program, these refer to

wellness activities. **Outputs** are the direct results of a set of activities attained and delivered during the activities. Right after each wellness activity, outputs can be observed. These may be in a form of capabilities, abilities, skills, systems, policies, or a good that is created, built or repaired. These may also include a new, innovative or improved offering to clients. **Outcomes** are what the organization hopes to achieve from the action taken. They are achieved through planned outputs. The organization may or may not have a direct control over their achievement. Lastly, **impact** is the long-term effect of activities, policies, or services. It may be an implicit or explicit improvement on economic, social, cultural, institutional, environmental, and technological aspects. It is only detectable after months or years of implementation of the program. It is related to broad national or international goals and aspirations. This has something to do with the achievement and realization of the vision, mission and goals of the organization which normally indicate impact. In the context of this evaluation, assumed impact maybe observed in the holistic wellness of third agers and the organizational development of the association.

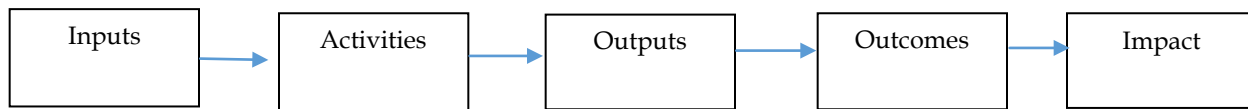


Figure 1 shows the result chain adopted from OECD (2012) as framework of the impact evaluation

Objectives

This impact evaluation aimed to determine the implemented activities, immediate outputs and outcomes of the university-wide extension program; and identify the impact of the program on intellectual wellness of third agers, organizational development of the association, the BANISCA, and its contribution to achieving national and international goals.

Methodology

It is a descriptive research employing chain model in using annual accomplishment reports, relevant documents and a survey questionnaire to collect the data. The reports were used to determine the activities, outputs and outcomes. A 30-item evaluators-made survey questionnaire was employed to measure the quantitative impact of the program on their holistic wellness. This survey questionnaire was used in a guided interview among 30 third agers. Evaluators read every item and the participants gave the ratings between 1-5 where 5 is described *very true to me* which qualifies *very high impact*, while 1 is described *not true to me at all* qualifies that the extension program has *no impact at all*. Using the results of guided interviews to 10 beneficiaries, responses were determined quantitative impact. Using documentary analysis, it identified the organizational transformation of BANISCA as an association and whether the program had substantial contribution in achieving its goals including its registration to Securities and Exchange Commission.

Moreover, it compared the achievements of the program to national and international goals. By this, the impact of the extension program is not limited to the holistic wellness of the third agers but it extends its analysis on whether it contributed in achieving the aforementioned goals.

Impact

Third agers, Graduate Program, Bukidnon State University, City of Malaybalay and the province of Bukidnon, teenagers.

Results and Discussion

Using the results chain model, the inputs, activities, outputs, outcomes and impact are presented below. At the last part, descriptive analysis of data is also presented to support the qualitative impact of the program on intellectual wellness of the third agers. Lastly, it analysed organizational development of the association and its contribution to national and international goals.

Inputs

Inputs are the needed resources to carry out activities in the organization. Typically, they refer to money, staff, time, materials and equipment, transportation costs, and infrastructure needed. Activities are action taken to transform inputs to outputs. In the case of this extension program, these refer to wellness activities. Inputs are the resources invested in accomplishing a task, and typically include time, money, and effort. (Cragg, 2017). Input is relatively easy to measure if one is content to count heads of persons engaged in production. But some academic economists measure labour inputs by occupation and/or industry and possibly other categories and weight the aggregate in each category by a measure of the average compensation in some designated base period. (The Editors of Encyclopaedia Britannica, 2019)

With regard to the extension program on wellness program for third agers, inputs deals with the activities conducted, faculty involved, documents such as MOA to attest legalities in the implementation, number of student involved in the project, facilities used, financial resources from the university and external funds. The table 1 presents that there are 15 intellectual wellness activities implemented for the third agers from 2014 to 2018 of which 34 instructors and employees/ staff were involved in the conduct of the said activities. Only 5 Memorandum of agreement was done to attest the legalities on the implementation of the program. With regard to the human resources, there are 23 students involved during the implementation from 2014 to present and a total of 17 instructors were tap to facilitate and also acted as speakers. There are 3 facilities used for the venue, namely the audio visual room, the third agers building at barangay 9 and the EDV farm. Lastly, based from the record, there was no financial resources used on the part of the university but

for the partners, they only spent 600.00 the whole duration of the implementation of intellectual sessions, which was spent for their fare back and forth in going to the venue and home.

Table 1. Inputs of the Wellness Program

Inputs	Evidence 2018	2014-2017
Number of intellectual Wellness Activities Conducted	- 10	5 37
Number of faculty/staff involved	- 10	7 17
Number of partners with MOAs	- 1	4 5
Number of graduate students involved	- 7	15 23
Number of facilities used	- 3	3 3
Financial resources used from university	- none	0 0
Financial resources from partners/sponsors	- 300.00	300.00 600.00

On the other hand, activities implemented vary and handled by experts who are identified as the material and human resources.

Table 2. Implemented Activities in Wellness Program in the Year 2018

Date	Dimensions/Implementers	Wellness Activities Conducted
Sept. 7, 2019	Intellectual & Occupational/ COE-GP	Balloon Art & Financial Literacy
Oct. 4, 2018	Social Dimension/CAS-LLD Intellectual	Story Telling
Sept. 29, 2018	Occupational & Intellectual/ CAS-NSD/COE-GP	Seminar on Square-Foot Gardening and Vermicomposting
Sept. 29, 2018	Occupational & Intellectual CAS-NSD/COE-GP	Seminar on Zero Waste Management
Sept. 20, 2018	Social & Intellectual/ CAS-SSD	The nexus between Educational Philosophy Social Responsibility
Sept. 13, 2018	Occupational & Intellectual/ CAS-MD/COE-GP	Math aesthetics
Aug. 25, 2018	Intellectual/COE-GP	Managing public-public partnership
Aug. 25, 2018	Physical/CSDT	Basic Nutrition and Healthy Living for the Elderly
Aug. 16, 2018	Emotional & Social/COE-GP	Group Counselling
May 8, 2018	Social, Emotional & Intellectual/GAD Unit	Lecture on Age and Gender Disability Sensitization
Apr. 24-25, 2018	Intellectual & Occupational/ COB	Lecture on Basic Accounting and Book- Keeping for the senior citizens.
Mar. 15, 2018	Social, Emotional & Spiritual/ CAS-SSD	Talks on Social, Emotional and Spiritual Wellness
Jan-May 2018	Spiritual/CAS-SSD	Bible Study
Jan. 27, 2018	Physical, Intellectual & Emotional/COE-GP	Needs Analysis

Notes: College of Arts and Sciences Language and Letters Department (LLD); College of Arts and Science Natural Science Department (CAS-NSD); College of Education Graduate Programs (COE-GP); College of Arts and Sciences Social Science Department (CAS-SSD); College of Arts and Sciences Mathematics Department (CAS-MD); College of Social Development and Technology (CSDT); Gender and Development Unit (GAD Unit); College of Business (COB).

The table presents the number of activities done for the intellectual wellness of the third agers for school year 2018. Out of 14 activities, 10 or 71 percent are for the intellectual wellness with trainers and experts coming from the different units and colleges. This simply means that the inputs for the intellectual wellness is a collaborative efforts of the different professionals in the university in order to strengthen the wellness program. It integrates different topics and actualities that help sharpened and enhanced the minds of every third ager participant.

Table 3. Implemented Activities of Wellness Program in the Years: 2017, 2016, 2015 & 2014

Date	Dimensions/Implementer	Conducted Wellness Activities
Sept. & Dec. 2017	Spiritual/COE-GP	Spiritual Wellness Activities with BaNiSCA
Nov. 25, 2017	Social/COE-GP	Social Wellness Activities for BaNiSCA
Dec. 26, 2017	Spiritual/COE-GP	Spiritual Wellness & Christmas Party
Dec. 15, 2016	Intellectual/GS	Young Minds Within: An Intellectual Game Show
Nov. 27, 2016	Physical/GS	Groovy Oldie for a Healthy Elderly
Oct. 30, 2016	Emotion/GS	Senior Citizens Inspiring Emotion of the New Generation
Oct. 23, 2016	Occupational/GS	Enhancing Creativity of Third agers through Recycled Pot Gardening
Oct. 1, 2015	Social & Emotional/GS	Dalit: Concert and Socials
Sept. 27, 2015	Occupational/GS	Dish Gardening
Aug. 21, 2015	Social & Intellectual/GS	Third Agers' Training on Social Media Access
Aug. 21, 2015	Social & Emotional/GS	Panag-Higalaay, IstoryahayugKumustahay
Aug. 13, 2015	Intellectual/GS	Third Agers' Views & Opinions on Global Peace and Order
Jul. 29, 2015	Physical/GS	Pahinungog-Pasidungog: Busog-Lusog for the Golden Agers
Jul. 25, 2015	Physical/GS	Stay Involved, Stay Alive
Jul. 17, 2015	Intellectual/GS	Stimulating Cognition of the Third Agers
Feb. 21, 2015	Mixed	Project Wellness
Dec. 11, 2014	Physical/GS/ Intellectual	Physical Wellness to Improve Healthy Lifestyle: Reaching Outs to the Community to Share, Care and Learn
Oct. 16, 2014	Physical/GS	Clean-Up Drive and Planting Herbal Plants
Mar. 15, 2014	Physical/GS	Physical Wellness for the Older Adults of Barangay 5 and Barangay Casisang
Mar. 8, 2014	Spiritual/GS	Spiritual Wellness for the Older Adults in Barangay 2: A Bible Study
Mar. 8, 2014	Physical/GS	Physical Wellness Activity in Barangay San Jose
Mar. 7, 2014	Physical/GS	Under Pressure with Blood Pressure: A Seminar for the Kalasungay Older Adults

Notes: College of Education, Graduate Programs (COE-GP); Graduate School (GS);

Table 3 shows the summarized activities done from 2014 to 2017 and it can be gleaned that there are 22 activities implemented for the third agers. 23 percent of which are intended for the intellectual wellness. Topics and activities are for physical, spiritual and intellectual which help the individual become aware of their responsibilities in strengthening their minds on ideas such as their relationship to God, self and community by involving on the different projects, intellectual sessions prepared and discussed by the university, making 100 percent of the topics successfully deliberated. All of which are facilitated by the graduate students and instructors and staff in different venues within the City.

Output

The output with regard to the intellectual wellness of third agers, vary from one person to another. There are positive and are good things that help every participant become aware of their rights, privileges and personal accountability in terms of strengthening the function of their mental and its capability to think, respond through actions and reactions, identify good things and effect to self as part of the project, delineate healthy practices to become physically healthy and positive way of solving problems. For tangible industrial production measures, quantities of the various commodities are generally weighted together by constant unit values. In the broader real gross product estimates, changes in outputs of a portion of such services are approximated by estimating changes in inputs. (The Editors of Encyclopaedia Britannica, 2019)

Table 3 presents the outputs of the wellness program. For 2018, there are 212 third agers specifically trained for intellectual wellness but as observed, all activities involved the minds to be able to meet the objective for the physical and spiritual aspects of every participant. Meaning, there are 310 total trained third agers which can be said that many of this ages, still want to be involved in activities that would help strengthen and enhance their capability and mental capacity. According to OECD (2012) outputs are the direct results of a set of activities attained and delivered during the activities. Right after the intellectual wellness activity, outputs can be observed. These may be in a form of capabilities, abilities, skills, systems, policies, or a good that is created, built or repaired. These may also include a new, innovative or improved offering to clients. But changes in the output of nonmarket goods and services, such as those of governments, households, and non-profit institutions, must generally be measured by changes in inputs. In consequence, productivity estimates are usually confined to the predominant business (enterprise) sector of an economy.(The Editors of Encyclopaedia Britannica, 2019)

Table 3. Outputs of the Wellness Program

Date	Dimensions	Outputs
Sept. 7, 2019	Intellectual & Occupational	- trained 48 third agers
September 29, 2018	Occupational & Intellectual	-trained 53 third agers
August 25, 2018	Physical	-trained 49 third agers
May 8, 2018	Social, Intellectual & Emotional	-trained 66 third agers
April 24-25, 2018	Intellectual & Occupational	-trained 45 third agers
March 15, 2018	Social, Emotional & Spiritual	-trained 22 third agers
Jan-May 2018	Spiritual	-Trained 27 third agers and five Sessions of bible study

Impact of the Extension Program on Intellectual Wellness of Third Agers

Impact is the long-term effect of activities, policies, or services. It may be an implicit or explicit improvement on economic, social, cultural, institutional, environmental, and technological aspects. It is only detectable after months or

years of implementation of the program. It is related to broad national or international goals and aspirations. This has something to do with the achievement and realization of the vision, mission and goals of the organization which normally indicate impact. In the context of this evaluation, assumed impact maybe observed in the intellectual wellness of third agers and the organizational development of the association.

Table 4. Impact of the Extension Program on Intellectual Wellness of Third Agers

Intellectual wellness/Indicators	Mean	SD	Qualitative Description
1. I have improved my knowledge on different Information shared by the teachers, students and volunteers.	4.56	.80	Very true to me
2. I was given more opportunities to share also my knowledge to others.	4.50	.75	Very true to me
3. I have widened my perspective on different topics And issues covered in our lecture and discussions.	4.25	.93	Very true to me
4. I am now more interested to get updates on different social issues in the society.	4.14	.89	True to me
5. I am now spending more time to read and get information by reading newspaper and other reading materials.	3.93	1.02	True to me
Over-all Mean	4.27	.63	Very true to me

Table 4 presents the impact of the extension program on intellectual wellness of third agers. The results simply shows that the over-all mean is 4.27, which implies that the impact is *very true to me*, meaning it has a great impact which are real and accurate in their way of dealing with problems solving in daily life. With regards to intellectual wellness, *I have improved my knowledge on different information shared by the teachers, students and volunteer and I was given more opportunities to share also my knowledge to other, and I have widened my perspective on different topics and issues covered in our lecture and discussions.* All these three got the mean ranging 4.56, 4.50 and 4.25 respectively, means that the third agers find the program on intellectual wellness *as very true to me*. This implies, their learning experiences, observable experiences and personal impact are effective and have positive influence on them, meaning they are intellectually enhanced and more knowledgeable as to the objective of the activities. Reiswer, et.al (2007) clarifies that, good teaching begins with clear learning goals from which teachers select appropriate instructional activities and assessment that help determine students' progress out of the learning goals. This is supported by the interviewee 3 which he simply states that *I'm slowly changing my practices as 67 years old applying all the knowledge I learned from the discussions and sharing of the facilitators and also helping myself identify my will to know my rights and apply positive learning for life...*

On the other hand, *I am now more interested to get updates on different social issues in the society* got a mean of 4.14; *I am now spending more time to read and get information by reading newspaper and other reading materials* got a mean of 3.93 and are described as *True to me*. This implies that the impact of the program for intellectual wellness is factual, accurate and real to the third agers participants. Narayanan (2018), relevance of a project / project relevance would state the need for the purpose to implement a project. In this project the third agers would be helped in their decision

making and identify their rights, benefits and value even they are old. According to female interviewee 1 *Intelligence is a desire to learn and accept knowledge through formal or by curiosity. It is appreciating several practices, remain inspired with novel beliefs, and sharing. It is answering the challenges difficulties and chances to nurture, making strategies, evolving schemes, and resolving hitches. It is the capability to employ in strong reasons and remember, and to contemplate freely, artistically, and analytically.*

Utilization of extension output as a research, may this be strategies, instructional materials, a solution to existing trends and issues or an extension project leading to formulation of policies must be properly facilitated to help improve the community where the HEI's is serving. Anumaka (2014). Further, making research findings in Higher Education (HE) public, increases the responsiveness to changes in trend of development and improvement of quality of life of citizens in a state. It also increases pressure on accountability, the impact of research in HE is not yet significant in developing countries, yet it is the second major function of the universities. The failure to utilize authentic extension and research findings is a failure of a university to come to terms with what it looks like from outside. As Shulman (2007) notes, that accountability requires that universities take responsibility for the story that they commit themselves to telling.

Summary Conclusion Recommendation

Input Output Outcome Impact

This study determined the impact of university-wide extension program on intellectual wellness of third agers, structural growth, and national-international goals in Malaybalay City, Bukidnon. It answered the specific problem on the impact of university-wide extension program on intellectual wellness of third agers, structural growth, and national-international goals. It is a descriptive research employing chain model in using annual accomplishment reports, relevant documents and a survey questionnaire to collect the data. The reports were used to determine the activities, outputs and outcomes. A 30-item evaluators-made survey questionnaire was employed to measure the quantitative impact of the program on their holistic wellness.

This survey questionnaire was used in a guided interview among 30 third agers. Using documentary analysis, it identified the organizational transformation of BANISCA as an association and whether the program had substantial contribution in achieving its goals including its registration to Securities and Exchange Commission. Moreover, it compared the achievements of the program to national and international goals. By this, the impact of the extension program is not limited to the holistic wellness of the third agers but it extends its analysis on whether it contributed in achieving the aforementioned goals.

Findings

Based on the responses of the participants, the following are the findings of the study.

1. There are 25 intellectual wellness activities implemented for the third agers from 2014 to 2018 of which 34 instructors and employees/ staff were involved in the conduct of the said activities. Only 5 Memorandum of

agreement was done to attest the legalities on the implementation of the program. There are 23 students involved during the implementation from 2014 to present and a total of 17 instructors were tap to facilitate and also acted as speakers. There are 3 facilities used for the venue, namely the audio visual room, the third agers building at barangay 9 and the EDV farm. Lastly, based from the record, there was no financial resources used on the part of the university but for the partners, they only spent 600.00 the whole duration of the implementation of intellectual sessions, which was spent for their fare back and forth in going to the venue and home.

2. There are 212 third agers specifically trained for intellectual wellness but as observed, all activities involved the minds to be able to meet the objective for the physical and spiritual aspects of every participant. Meaning, there are 310 total trained third agers which can be said that many of this ages, still want to be involved in activities that would help strengthen and enhance their capability and mental capacity. According to OECD (2012) outputs are the direct results of a set of activities attained and delivered during the activities. Right after the intellectual wellness activity, outputs can be observed. These may be in a form of capabilities, abilities, skills, systems, policies, or a good that is created, built or repaired. These may also include a new, innovative or improved offering to clients. But changes in the output of nonmarket goods and services, such as those of governments, households, and non-profit institutions, must generally be measured by changes in inputs. In consequence, productivity estimates are usually confined to the predominant business (enterprise) sector of an economy. (The Editors of Encyclopaedia Britannica, 2019)
3. Impact of the extension program on intellectual wellness of third agers is very high impact and is *very true to them*, meaning it has a great impact which are real and accurate in their way of dealing with problems solving in daily life. Their learning experiences, observable practices and personal impact are effective and have positive influence on them, meaning they are intellectually enhanced and more knowledgeable as to the objective of the activities. Moreover, program for intellectual wellness is factual, accurate and real to the third agers participants.

Conclusions

Based on the findings of this study, the following conclusions were drawn.

There are 25 intellectual wellness activities implemented for the third agers from 2014 to 2018 of which 34 instructors and employees/ staff were involved in the conduct of the said activities. Only 5 Memorandum of agreement was done to attest the legalities on the implementation of the program. There are 23 students involved during the implementation from 2014 to present and a total of 17 instructors were tap to facilitate and also acted as speakers. There are 3 facilities used for the venue, namely the audio visual room, the third agers building at barangay 9 and the EDV farm. Lastly, based from the record, there was no financial resources used on the part of the university but for the partners, they only spent 600.00 the whole duration of the implementation of intellectual sessions, which was spent for their fare back and forth in going to the venue and home.

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Impact of the extension program on intellectual wellness of third agers is very high impact and is *very true to them*, meaning it has a great impact which are real and accurate in their way of dealing with problems solving in daily life. Their learning experiences, observable practices and personal impact are effective and have positive influence on them, meaning they are intellectually enhanced and more knowledgeable as to the objective of the activities. Moreover, program for intellectual wellness is factual, accurate and real to the third agers participants.

Recommendations

With the results, the following are recommended:

1. That the third agers would have library that is free for them to read more book, magazines and or e-books through ICT , television and computer which is free for them to enhanced their skill mentally and the capability to strengthen the will power to enjoy life through involvement to intellectual wellness.
2. That the local government would construct an accessible building with wide space where all activities needed by these third agers are found, accessible and free with all amenities and facilities such as health, physical and mental to enhanced their capabilities.

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