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**UNFOLDING DEVELOPMENT COMMUNICATION VALUES FOR
AGRICULTURAL DEVELOPMENT IN WESTERN VISAYAS,
PHILIPPINES**

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Acceptance Page:

This paper prepared by **BENGIE A. PANES** with the title: “**UNFOLDING DEVELOPMENT COMMUNICATION VALUES FOR AGRICULTURAL DEVELOPMENT IN WESTERN VISAYAS, PHILIPPINES**” is hereby accepted by the Faculty of Information and Communication Studies, U.P. Open University, in partial fulfillment of the requirements for the degree Program.

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Biographical Sketch

Bengie A. Panes was born on August 2, 1998 and resident of President Roxas, Capiz. He is the first of the three children of Mr. Rodgie B. Panes and Mrs. Ma. Teresa A. Panes. He completed his Bachelor of Science in Development Communication (BSDC) in 2019 at the West Visayas State University (WVSU) in La Paz, Iloilo City. During his college journey, he served as the Chairperson of the WVSU Development Communicators' Society in the academic year (AY) 2018-2019. He also held the roles of Online Journalist and Art Director for the university's official student publication, Forum-Dimensions, during the same year.

Currently, Bengie is a Marketing Specialist at the Department of Agriculture – Western Visayas, working under the Agribusiness and Marketing Assistance Division (AMAD). He leads communications for development initiatives, overseeing the creation of information, education, and communication (IEC) materials. He is also responsible for writing articles, managing the Young Farmers Challenge - Western Visayas' social media presence, and preparing data visualizations and reports. Additionally, he provides technical support and assistance in marketing management, promotion, and communications to farmer-beneficiaries.

In 2020, Bengie enrolled in the University of the Philippines Open University (UPOU) to pursue a master's degree, to further deepen his commitment to development work and master the science and practice of Devcom. Driven by his passion for both communication and development work, he remains humble and proud to be a development communication practitioner.

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Dedication

I dedicate this study to my younger self. To you who did not have the chance to take the UPCAT in 2015. I hope I made you proud.

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Abstract

Narrative inquiry enables the gathering of in-depth, detailed stories that capture the authentic experiences of individuals and communities. This study is anchored using a qualitative research method using narrative inquiry in understanding the stories, experiences, and journey of agri-information officers and extension workers. Development Communication's pivotal role in its academic and professional landscape, with numerous institutions dedicated to its study and graduates contributing to various developmental sectors. While some perspectives, such as 'archaic' and 'cute', might suggest obsolescence or outdatedness, this view is strongly contradicted by a significant body of research and the continued impact observed by practitioners who recognize the practice as an indispensable force for transformative social change. The purpose of this study is to identify the emerging Devcom values of agri-information officers and extension workers in Western Visayas: 1) Narrate their individual stories; 2) Analyze their individual stories; and 3) Identify the emerging Devcom Values. There were three (3) participants who served as the sources of the data using local research methodology: pakikipagkwentuhan (storytelling), pagtatanong (asking questions), pagpakuwento (narrative interviewing). The experiences of Syd, Heart, and August result to the emerging Devcom values: resilient, dynamic, and people-oriented. Syd's proactive and determined acquisition of new skillsets, driven by a commitment to social change within the agricultural sector, exemplifies resilience as a form of adaptive capacity. This transcends mere persistence, highlighting a purposeful engagement with challenges aimed at enhancing their abilities through communication for development.

Keywords: Development Communication, Values, Narrative Inquiry, Qualitative Analysis, Western Visayas, Agriculture

Chapter I

INTRODUCTION

Background of the Study

Development Communication in the Philippines can be traced back to the 1950s at the University of the Philippines Los Baños (UPLB). This period marked the very beginning of formalized efforts to integrate communication strategies into agricultural development. Dr. Nora C. Quebral, hailed as the “mother of Development Communication,” played a pivotal role in conceptualizing and formalizing DevCom as a distinct academic discipline.

Quebral, known as the founding mother of DevCom in the Philippines, defined DevCom as “the art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes possible greater social equality and the larger fulfillment of the human potential” (Quebral, 1975, p.2).

As the on-going conversations about the dynamic field, Devcom’s definition evolved in 2011 into “the science of human communication linked to the transitioning of communities from poverty in all its forms to a dynamic, overall growth that fosters equity and the unfolding of the individual potential (Quebral, 2012).”

The history of Development Communication in the Philippines is marked by its pioneering role in the field of agricultural information, from the early conceptualizations by Dr. Nora C. Quebral to the ongoing development and advancement of modern technologies.

Devcom's story as an institution started when the then UP College of Agriculture (UPCA) established the Office of Extension and Publication (OEP) in October 1954. It was renamed as the Department of Agricultural Information and Communication (DAIC) and was established on July 1, 1962. The Department was renamed to the Department of Agricultural Communication (DAC) on June 3, 1968 (UPLB CDC, n.d.).

In March 28, 1974, the Department was renamed as Department of Development Communication (DDC) after Quebral defined "Development Communication" as a discipline in December 10, 1971. The BS Development Communication curriculum, and PhD in Development Communication curriculum were instituted around this time. The Department became the Institute of Development Communication (IDC) in November 12, 1987, before becoming a full-fledged College (CDC) in December 18, 1998 (UPLB CDC, n.d.).

The spread of Development Communication (DevCom) as a Bachelor of Science (BS) degree in the Philippines began in the early 1970s, particularly through the efforts of the University of the Philippines Los Baños (UPLB). UPLB's College of Agriculture, which later became the College of Development Communication (CDC), pioneered this academic discipline. In 1974, UPLB officially established DevCom as an academic program, making it the first of its kind. Over the years, other universities and colleges across the country followed suit, offering similar programs in recognition of the role of communication in national development efforts (Ongkiko & Flor, 2003).

The West Visayas State University (WVSU) started to offer the Bachelor of Science in Development Communication (BSDC) Program in the 1990s.

When West Visayas College was converted into West Visayas

State University in January 1986, as per Presidential Decree 2019, the Division of Mass Communications came to be known as the Department of Mass Communications as the School of Arts and Sciences had become the College of Arts and Sciences. Before 1991, attempts were made to put up an on-campus radio station to enhance the classroom theories learned by the students. These, however, failed because of budgetary constraints. But everything has its own right time. In 1991, the Mass Communications Center was put up at the left wing of the University's Cultural Center (WVSU, n.d.).

On December 5, 1991, as documented by the West Visayas State University (WVSU, n.d.), a proposal for the granting of audio-video and editing equipment was submitted to the Japanese Information and Cultural Center (JICC). Before the year ended, the Japanese Embassy surveyed the Mass Communication Center and the Cultural Center and on March 11, 1993, the Exchange of Notes was signed between the Japanese and the Philippine Governments. The equipment finally arrived in Manila in December 1993. On January 21, 1994, the Government of Japan formally turned over the equipment worth 38 million Yen to West Visayas State University during the dedication rites at the Cultural Center. The Mass Communication Center, the service unit of the College of Mass Communications, serves not only the Mass Communication students but also the whole University and the communities in the whole Western Visayas.

In 1990, with the main aim of allowing the students to explore a wide range of choices for their field of specialization, a B.S. in Mass Communications program with majors in Broadcasting, Journalism, and Development Communication were offered in the institution.

In 1999, the Mass Communications curriculum was reviewed and the proposals to offer Bachelor in Broadcasting, Bachelor in Journalism, and Bachelor of Science in Development Communication were prepared and approved by the Board of Regents through Resolution No. 94 series of 2002. In SY 2003-2004, the new Mass Communications curricular programs were offered (WVSU, n.d.).

The Institute of Mass Communications submitted itself for accreditation by the AACCUP or the Accrediting Agency of Chartered Colleges and Universities in the Philippines, and was awarded Candidate Status from April 15, 1999-April 14, 2001. While still in its Candidate status, the Institute became the College of Mass Communications in June 2000, and all its course program offerings earned Level I accredited status effective April 15, 2001-April 14, 2004. After Level I, the College earned its Level II re-accredited status effective April 15, 2004-April 14, 2008.

During the first semester of SY 2004-2005, the proposed graduate program in Mass Communications was reviewed by the University Curriculum Committee and was endorsed by the Administrative Council to the Board of Regents. The Academic Council also endorsed the said program to the Board of Regents through Resolution No. 6, series of 2005. And so in the first semester of SY 2005-2006, the Master in Mass Communication was offered in the CMC Graduate School. From Level II, the College applied for Level III and on September 16, 2010, was awarded by the AACCUP its Level III re-accredited status. To keep pace with globalization and to comply with the AACCUP's recommendation to put the Development Communication program in place, the College of Mass Communications was converted to the College of

Communication on April 9, 2013, by virtue of BOR Resolution 14-A, series of 2013 (WVSU, n.d.).

In an article from the College of Communication student publication, the Mediator in 2022, said that the BS Devcom program was granted re-accreditation status to Level IV from the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP). Level IV is the highest level of accredited status that is awarded to tertiary education program as stipulated in the Memorandum Order No. 1 series of 2005 of the Commission of Higher Education (CHED). Programs that are Level IV Accredited are deemed as respectable, high-standard academic programs comparable to similar excellent programs in foreign universities. The BSDC Program received its Level IV Re-accredited status on January 1, 2022 and is valid until December 31, 2026.

The BS in Development Communication program in WVSU is competency- based, skill-based, and community-based. The curriculum is also designed to develop skills necessary in the production of broadcast and audio-video materials, and social communication campaign materials and program (Venus, 2022).

The Bachelor of Science in Development Communication program aims to equip would-be development communicators with the needed knowledge and skills to be change-makers in society, using tools and principles of effective communication. DevCom graduates are in demand as communication and media practitioners in non-governmental organizations, government agencies, and other institutions that are geared towards development (Visayas State University, n.d.)

Echoed by the Pioneer of the practice, Dr. Quebral expects, “Devcom

graduates to help translate research into practical applications for farmers, policymakers, and communities.” The practice has evolved from a focus on agricultural information and extension to a broad, technology-driven field that addresses various development challenges.

Communication plays an important role to make any organization work out possible. It is a vehicle on which the basic functions are carried out either national or international. For each type of development such as social, economic, religious, political and educational communication has important place, similarly for all round development of agriculture the communication process also keeps a significant role. It has a different role in the field of agriculture because without it farmers are unable to describe their problems to the government and others (Parmar, 2020).

CABI, an international, inter-government, non-profit organization that improves lives worldwide explains their utilization of development communication and extension as important instruments for encouraging dialogue about science-based farming solutions with communities, helping to stimulate agriculture production (Romney D., n.d.).

Development communication practices in agriculture encompass strategic communication strategies aimed at advancing agricultural development and enhancing the well-being of farmers.

Communication (Dutta, 2023) is an indispensable asset in all sectors. In the agriculture sector, communication holds an integral part because it provides information that fills the knowledge gaps of farmers.

The Department of Agriculture - Regional Agriculture and Fisheries Information Section (DA-RAFIS) is the communication arm of the agency that

produces the IEC materials for the external clients which include the farmers, extension workers, rural based organizations, and the general public as well as for the internal clients which include its personnel and attached agencies. It also manages the social media account, monitors and responds to e-mail, messengers & group chats. Printed materials on various agricultural commodities, agricultural programs, and agricultural technologies that are produced and distributed to the farmers and LGUs through the extension workers (DA-MIMAROPA).

In Western Visayas, the Department of Agriculture Regional Field Office VI shares their IEC materials in the official website and social media accounts. Sharing their publication materials online for farmers, researchers, and students to have unlimited access anywhere, anytime. Available materials are: Cacao Production, Management of Armyworms & Cutworms, Cashew Production, Cassava Production-Techno Guide, Garlic Production Guide, Kape (Coffee Production), and more (DA RAFIS-6, n.d.).

The Department of Agriculture's Special Area for Agricultural Development (DA-SAAD) program operates under a distinct, pro-poor mandate to alleviate poverty and enhance food security by intentionally targeting the "poorest of the poor" farmers and fisherfolk across the Philippines (Annor, 2025). Because these beneficiaries frequently reside in geographically isolated and disadvantaged areas (GIDA), field implementers must navigate intricate, localized socio-economic, institutional, and cultural landscapes (Annor, 2025).

In these marginalized environments, Development Communication (DevCom) fundamentally shifts from a top-down information delivery mechanism

into a deeply participatory, empowering process. Empirical assessments of SAAD interventions highlight that a community's capacity to adopt agricultural innovations and improve productivity is heavily moderated by institutional factors, including active membership in farmer associations and targeted stakeholder training (Annor, 2025; Balogbog, 2025). DevCom bridges this gap by cultivating open spaces for dialogue, ensuring that marginalized sectors—such as severely poor households and female farmers—are not structurally excluded from government benefits (Annor, 2025). Rather than treating rural communities as passive recipients of input subsidies, a participatory DevCom framework positions them as active partners, aligning agricultural initiatives with local realities to build resilient, long-term community livelihoods (Cagasan, 2025).

As published by the Department of Agriculture Western Visayas (DAWV, 2023) in their official website, the West Visayas State University (WVSU) DA-COC Multimedia Studio was officially launched on September 22, 2023, to serve as a hub for community broadcasting vital agricultural knowledge.

According to Mr. James Earl Ogatis, the Information Officer III and the Regional Agriculture and Fisheries Information Section (RAFIS) Chief said during the inauguration of the DA-WVSU collaboration project: “the college must utilize the COC Multimedia Studio to develop the potentials and capacity of the students and to popularize agricultural information in the whole Western Visayas and beyond.” These skills are essential in the whole process of engaging students and the practice of communicating to new multimedia platforms such as the combination of teleradyo and social media, social media and print, among others for the agriculture sector.” This collaboration is through the Regional Rice

Program of the DA Western Visayas allotting PhP 4,980,000.00 to enhance community radio stations in two state universities and colleges (SUCs) and one local government unit. These were WVSU-COC and Aklan State University (ASU) DYMT Teleradio and one (1) from the Local Government of Sibalom in Antique, the Nutri-Eskwela Radio Station (Sunstar, 2022). This initiative is to highlight the importance of utilizing the College of Communication's (COC) Multimedia Studio at West Visayas State University (WVSU) to enhance students' skills in multimedia communication for the agriculture sector and to disseminate agricultural information across Western Visayas.

DA-RAFIS also practices information caravans to different municipalities and provinces in Western Visayas to promote agricultural information and to provide farmers and fisherfolk with additional knowledge and information on how to maximize and utilize various DA programs and projects closer to the farmers.

These are just a few of the many examples of the agricultural information practices made by the DA's information and extension officers through intensive communication campaigns and knowledge sharing activities by the efforts of agri-information officers and extension workers.

Despite these efforts, the agriculture sector still has a long way to go.

Existing efforts on agri-information and extension show that the science and practice of development communication and its values are yet underexplored and acknowledged.

The epistemology of all scientific and humanistic traditions is rooted in narratives because it is the basic meaning-making medium of humans. All inquiries are meaning-making processes; therefore, all inquiry is a narrative (Hendry, 2010).

The study is anchored on Social Constructionism (SC) Theory. The SC has no main proponent; however, the researcher used the works of Kenneth Gergen and Von Glaserfeld from the book of Alexandra Galbin; Vivien Burr, Peter Berger and Thomas Luckmann. There are plenty of theorists that contributes to the definition of social constructionism. However, there a few theorists whose definitions of Social Constructionism fit the characteristics of the researchers' study.

The Social Constructionism or the social construction of reality is a theory of knowledge of sociology and communication that examines the development jointly constructed understanding of the world. Social constructionism may be defined as a perspective which believes that a great deal of human life exists as it does due to social and interpersonal influences (Gergen, 1985), published in the journal "Social Research Reports" with a chapter entitled "An Introduction to Social Constructionism" by Alexandra Galbin in 2014.

Although both social constructionism and social constructivism deal with ways in which social phenomena develop, they are distinct. Social constructionism refers to the development of phenomena relative to social contexts while social constructivism refers to an individual's making meaning of knowledge within a social context (Vygotsky, 1978). The Social Constructionism Theory states that a person's perception of something is influenced by internal and external factors; within one's self and the people surrounding an individual.

This study is anchored using a qualitative research method using narrative inquiry in understanding the stories, experiences, and journey of agri-information officers and extension workers.

Narrative inquiry records the experiences of an individual or small group,

revealing the lived experience or perspective of that individual, usually primarily through interview which is then recorded and ordered into a chronological narrative. Often recorded as biography, life history or in the case of older/ancient traditional story recording - oral history (Deakin University, 2024).

Narrative inquiry refers to a subset of qualitative research designs in which stories are used to describe human action (Polkinghorne, 2006).

Narrative inquiry enables the gathering of in-depth, detailed stories that capture the authentic experiences of individuals and communities. In Devcom, understanding these lived experiences is essential for developing communication strategies that truly resonate with the community and effectively address their needs and challenges.

Statement of the Problem

Development Communication's pivotal role in its academic and professional landscape, with numerous institutions dedicated to its study and graduates contributing to various developmental sectors. While some perspectives, such as 'archaic' and 'cute' during sometime in the 2020 Senate budget hearing, might suggest obsolescence or outdatedness, this view is strongly contradicted by a significant body of research and the continued impact observed by practitioners who recognize the practice as an indispensable force for transformative social, behavioral, and economic change. This study answers that exact need. By identifying and mapping the core Devcom values of agricultural information and extension workers here in Western Visayas, this research provides a practical, value-driven framework.

Objectives of the Study

This research aims to identify the unfolding Devcom values of agri-information officers and extension workers in Western Visayas within this specific context:

- 1) Narrate their individual stories;
- 2) Analyze their individual stories; and
- 3) Identify the unfolding Devcom Values.

Significance of the Study

The significance of the study holds these several key aspects:

This study specifically contributes by exploring its evolving values and practices within the agricultural sector of Western Visayas. This localized approach will add a closer look to the broader body of literature, addressing the unique socio-cultural and developmental context of Devcom.

This study has the potential to uncover evolving Devcom values that are particularly relevant to addressing the contemporary challenges and opportunities in agricultural development within Western Visayas. These insights, grounded in the experiences of agri-information officers and extension workers, can inform more effective communication strategies for the region's agricultural stakeholders.

This study aims to foster a greater recognition and appreciation for their crucial role in facilitating various sectors likewise the agricultural sector.

The results of this study can serve as a valuable foundation for future

researches on Development Communication in agricultural contexts, particularly within Western Visayas and other regions in the Philippines.

Definition of Terms

For better understanding of this study, the following terms are defined with their conceptual and operational meaning:

Agricultural Information Officers--An agricultural information officer typically works to disseminate information about agriculture to the public, farmers, policymakers, and other stakeholders (Malekani, 2020).

In this study, the agricultural information officers referred to the participants of the study selected by the researcher.

Extension Officers--are intermediaries between research and farmers. They operate as facilitators and communicators, helping farmers in their decision-making and ensuring that appropriate knowledge is implemented to obtain the best results about sustainable production and general rural development (Commonwealth, n.d.).

In this study, the agri-info officers referred to the participants of the study selected by the researcher.

Constructs--a social construct is a concept that exists not in objective reality, but as a result of human interaction. It exists because humans agree that it exists (Bainbridge, 2023).

In this study, constructs referred to the definition or the understanding of the agri-info officers about devcom practices.

Development Communication--refers to the use of communication to

facilitate social development (Szecsy, 2011).

In this study, development communication referred to the subject of the research from which the agri-info officers derived their constructs from.

Narrative Inquiry--refers to a subset of qualitative research designs in which stories are used to describe human action (Polkinghorne, 2006).

In this study, narrative inquiry is referred to the qualitative research method in the study.

Western Visayas-- an administrative region of the Philippines that occupies the western portion of Visayas (Cooperative Development Authority, 2021).

In this study, Western Visayas referred to the place or region where the agri- info officers are assigned.

Delimitation of the Study

This study will identify the unfolding Devcom values of agri-information officers and extension workers in Western Visayas.

The qualitative method of research will be used in this study.

The subjects of this study will be the agri-info officers of Western Visayas.

The study will be conducted at the Department of Agriculture – Western Visayas, Iloilo City and its attached bureaus and agencies in the region.

The study will be conducted in the third semester of the Academic Year 2023-2024.

The data will be gathered through digitally recorded in-depth interviews, guided by an interview schedule. Field notes will be used by the researcher while

conducting the study.

All data will be interpreted using qualitative data analysis through narrative inquiry.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter covers two parts namely: (1) Conceptual Literature and Studies about Narrative Inquiry; and (2) Conceptual Literature and Studies about Development Communication.

Part One, Narrative Inquiry, contains conceptual literature and related studies.

Part Two, Development Communication, contains conceptual literature and related studies.

Narrative Inquiry

Humans, despite our immense evolutionary success, remain deeply invested in narratives. From ancient tales to the latest tabloid copy, and from private diaries to Facebook Stories, our daily lives are steeped in narrative frameworks. In many ways, everything is a story, and stories are everything—shaping fields as diverse as religion, philosophy, and science.

Utilizing a transdisciplinary, bio-cultural approach that bridges evolutionary literary criticism, philosophy, and the behavioral sciences (psychology, sociology, anthropology, and neuroscience), we can map our engagement with stories and understand their impact on our identities, behaviors, social structures, and ultimate survival. This process begins with the human capacity for memory and prospection (the ability to imagine the future). These cognitive traits, coupled with our social tendencies and incentives for lying, create fertile ground for imagining and consuming alternate realities as fiction.

Ultimately, the primary evolutionary purpose of storytelling is its capacity to facilitate massive human cooperation through co-created realities such as nations, currency, and religious beliefs. These structures determine the lives we build and the futures we imagine. For instance, the legislative journeys of the divorce and SOGIE equality bills in the predominantly Catholic Philippines illustrate this dynamic vividly: while dominant cultural narratives often prevail, well-crafted counter-narratives retain the power to disrupt and change society. Because stories—fiction in particular—are integral to our collective future, "when we get our story right, we get our future right" (Eusebio, 2021).

The utility of narrative approaches in understanding identity is evident in localized qualitative research. Aldama (2014) explored the personal identity development of self-identified non-believers in his research, "Becoming Godless: exploring the life story of college atheists of UP Los Baños." Utilizing a qualitative narrative approach, the study investigated the distinct life histories of 13 students enrolled at the University of the Philippines Los Baños (Aldama, 2014). Because qualitative data regarding this demographic remains scarce, Aldama's (2014) work aims to expand both the theoretical and methodological frameworks used to understand modern Filipino atheism. The study's conclusions are synthesized into an overarching narrative of atheist identity development, which unfolds across four distinct stages: 1) an initial adherence to theistic beliefs, 2) the emergence of doubt regarding those beliefs, 3) a conscious rejection of theism, and 4) the ultimate adoption of an atheist identity (Aldama, 2014).

Beyond individual identities, narrative structures and discourse analysis serve as vital tools for unpacking how media institutions frame complex geopolitical realities. Ayson (2021) conducted a corpus-assisted critical discourse analysis of

CNN's digital news coverage of the Yemen War from March 2015 to November 2018. Using the linguistic freeware AntConc, the study combined lexical frequency, collocations, and concordance lines to systematically track language patterns across a large collection of electronic texts. The analysis revealed that CNN reduced the Yemen War into a sectarian proxy conflict between Saudi Arabia and Iran. Ayson (2021) argued that this media framing oversimplified and obscured the true character of the war, which was fundamentally rooted in internal struggles for power and resource distribution among competing domestic forces.

Narrative inquiry also provides an empathetic framework for studying hidden or marginalized human struggles within academia. While global student mobility has experienced massive growth over the last few decades—with international student populations climbing significantly according to the Organization for Economic Cooperation and Development (OECD, 2013)—minimal academic attention has been paid to married scholars who leave their families behind to study abroad (Wa-Mbaleka, 2013). This unique demographic dynamic, termed the "married-single phenomenon" by Wa-Mbaleka and Joseph (2013), describes individuals who must navigate their education independent of their partners or children.

To explore this dynamic, Joseph (2015) conducted a qualitative study titled "A Narrative Inquiry of One Female Married-Single: A Story of Loneliness and Isolation." This project tracked the personal journey of a female doctoral candidate completing her degree in the Philippines away from her family. Qualitative data was gathered through repetitive, in-depth interviews, field observations, and a close review of the student's personal diary entries. Ultimately, the results indicated that the coping mechanisms this individual utilized to manage her isolation and loneliness aligned closely with standard strategies previously documented among the broader

international student population.

Crucially, narrative methodologies allow marginalized groups to challenge systemic biases through the power of self-representation. This dynamic was illustrated by Bagasol and Embate (2018) in their study, "Kwentong Positibio: Unfolding Identities and Human Potentials of Selected People Living with HIV (PLHIV) through their Counter Narratives." The researchers demonstrated that the labels ascribed to vulnerable groups do more than just describe them; they actively restrict or liberate their human potential. Despite public health advancements, People Living with HIV (PLHIV) face continuous social abuses because dominant cultural discourses misrepresent them as abnormal or dangerous.

Bagasol and Embate (2018) explored how queer identities and human potentials are constructed by engaging six purposively selected participants in pakikipagkuwentuhan (narrative interviewing). Guided by narrative inquiry and Queer theory, the study mapped how these individuals actively resist dehumanizing stereotypes by "queering" and countering dominant discourses. The findings revealed that PLHIV are active agents of change rather than passive subjects of oppression, frequently stepping into leadership and volunteer roles within their communities. This continuous interplay between dominant institutional stories and grassroots counter-narratives highlights the core DevCom value of empowerment—proving that giving voice to the voiceless is an active, liberating process.

Development Communication

To understand how these communication dynamics operate in educational settings, researchers have looked directly at how students internalize the discipline. Celeridad (2017) conducted an exploratory sequential study titled "Devcomstruction:

Constructs of Development Communication (Devcom) among Devcom Students."

The research surveyed 467 randomly selected students across major agricultural and state universities in the Philippines, including Central Luzon State University (CLSU), Batangas State University (BatStateU), and West Visayas State University (WVSU).

Using frequency counts to map student perspectives, Celeridad (2017) found that students conceptualize "development" around change, ideal conditions, people-centricity, and process, while viewing "communication" as a purposive, never-ending human system. Ultimately, the study defined DevCom as the strategic use of communication and participatory measures to facilitate capability building and empower communities. This research identified a three-pronged function of the discipline: DevCom-as-influencer, DevCom-as-intermediary, and DevCom-as-instrument.

The history of Development Communication is best understood by looking at how our definition of "development" itself has changed over time. In 2008, the CDC faculty took a deep dive into over 30 years of academic work (from 1972 to 2004), analyzing 192 graduate and undergraduate theses alongside focus group discussions with professors. They were looking for a clear answer to one question: How did the students and teachers at CDC actually view development?

What they found was a clear, three-stage evolution. In the early days, when DevCom was still just an academic department, development was viewed through a very practical, economic lens—it was either a tangible improvement or a specific endpoint to reach. But as the institution matured into a full college, the perspective widened. Development became less about a fixed destination and more about a holistic process. This shift changed everything. It allowed the discipline to break out

of its traditional agricultural bubble and apply its tools to public health, education, and environmental issues.

Most importantly, this mindset completely rewrote the playbook for the famous "Los Baños Style" of materials development. It pushed the field away from the old-school, top-down approach of simply dropping information onto a community. By looking at decades of CDC extension projects, the faculty identified a new set of core essentials: deep community participation, rigorous pretesting, evidence-based content, and local capacity-building. It transformed the Los Baños Style from a rigid messaging system into a genuinely participatory, community-led strategy. While development communication traditionally emphasizes agricultural and community extension, structural communication failures can mirror those found in corporate and technical project management. Mackey (2015) explored these dynamics by examining the specific behavioral constructs of ineffective workplace communication that contribute to project failure. Utilizing a qualitative phenomenological design, Mackey highlighted how institutional breakdowns often stem from poor stakeholder alignment, vague requirements, and a lack of active listening. Crucially, she argued that mitigating project failure requires shifting toward participatory communication frameworks, including regular feedback loops and shared stakeholder education. For the development communication practitioner, these structural insights underscore that project sustainability—whether in software engineering or agricultural extension—depends heavily on moving away from top-down information dissemination and toward collaborative, transparent communication channels.

These shifting practices are deeply tied to historical paradigms that govern visual and media production. Sylvester (2016) analyzed this connection in a study exploring major development communication paradigms and their implications for

graphic communication. The author argued that the three dominant historical movements of development—Modernization, Dependency, and Multiplicity—directly dictate whether an institution uses top-down hierarchical frameworks or collaborative, participatory communication practices.

Using a triangulation of critical historical-analytic examination, in-depth interviews, focus group discussions, and content analysis, Sylvester (2016) traced how a development agency's internal paradigm alters the role of the graphic designer or communication encoder. When organizations remain stuck in modernization paradigms, their media campaigns end up as rigid, top-down messages that fail to resonate. The study concluded that true development outcomes are achieved only when communication approaches embed graphic encoders and local stakeholders together, ensuring media materials are co-created.

Beyond generalized communication practices, localized institutional studies further reinforce the link between communication and community development. Medina (2022) analyzed this relationship at Batangas State University (BatStateU) in a study titled "Development Communication and Extension: The Case of a Premier State University in CALABARZON, Philippines." Medina argued that development communication is directly realized through extension work, and that university extension activities are inherently DevCom in nature. Utilizing a qualitative, descriptive-narrative research design, the study examined institutional literature from BatStateU's Extension Service Office alongside interview-conversations with university extension officials and DevCom faculty. The findings revealed that the university's expansive extension agenda directly embodies the fundamental values and concepts of development communication as defined by Quebral in 2012. This suggests that the day-to-day practice of agricultural and

community extension serves as the operational arm of DevCom theory.

Chapter III

METHODOLOGY

Chapter 3 is divided into three parts, namely: (1) Participants of the Study, (2) Data Gathering, and (3) Data Analysis.

Part One, Participants of the Study, describes the participants of the study.

Part Two, Data Gathering, includes the description of qualitative data.

Part Three, Data Analysis, includes the analysis of the data.

Participants

There were three (3) participants who serve as the sources of data for this study. Participants should be a graduate of West Visayas State University – College of Communication. An information officer and/or extension worker under the Department of Agriculture – Western Visayas with two (2) years or more years of experience in the agriculture sector, assigned at any parts of the region, and is willing to participate actively in this study.

Data Gathering

The study used local research methodology: *pakikipagkwentuhan* (storytelling), *pagtatanong* (asking questions), *pagpapakuwento* (narrative interviewing).

When conducting this study using narrative inquiry, the goal will be to explore the experiences of individuals; the guide questions should encourage participants to

reflect on their personal journeys, changes in their lives, and the impact of their experiences.

Data Analysis

To capture the participants lived experiences, this study employed a narrative inquiry framework utilized through Sikolohiyang Pilipino (Filipino Psychology) fieldwork methods. Specifically, data collection relied on *pakikipagkwentuhan* (informal storytelling), *pagtatanong* (unstructured questioning), and *pagpapakuwento* (narrative-inducing interviewing). This approach allowed the researcher to deeply explore the participants' personal journeys, institutional transitions, and the overarching impact of their professional experiences.

The study purposely selected three (3) primary informants who met the following criteria: (1) a graduate of the West Visayas State University – College of Communication; (2) an active information officer or extension worker within the Department of Agriculture – Western Visayas with at least two (2) years of service in the agricultural sector; and (3) stationed within the region and willing to voluntarily engage in the research. The *kwentuhan* sessions were conducted spontaneously to foster an authentic, holistic, and unforced dialogue regarding their professional lives.

To maintain textual validity and authenticity, the researcher recorded and transcribed the narratives verbatim. Because the dialogues were naturally spoken in Hiligaynon, the transcripts were translated into English for broader academic accessibility, followed by a member-checking process where participants validated the translated texts.

The structuring and thematic analysis of these narratives strictly followed the five-

phase framework outlined by Bagasol and Embate (2018):

Phase 1: Transcribing and organizing the raw field texts

Phase 2: Initial transcript analysis through axial coding

Phase 3: Narrative construction and writing of individual stories

Phase 4: In-depth critical analysis of the structured stories

Phase 5: Participant validation and final manuscript rewriting.

The narrative analysis revealed how narrative inquiry can be used to explore the personal stories of the participants.

Chapter IV

RESULTS AND DISCUSSIONS

Chapter 4 is divided into three parts, namely: (1) The Narratives, (2) The Analysis, and (3) The Unfolding of Development Communication Values.

Part One, The Narratives.

Part Two, The Analysis.

Part Three, The Unfolding of Development Communication Values.

Part One: The Narratives

I. A Writer's Gambit: The Story of Syd

"Kung ako ang magdaog, ma journalism 'ko," she told herself, as the words of her inner promise echoed through her mind. "If I win, I'll pursue journalism."

It wasn't just about winning the title; it was a commitment to honor her love for writing and her passion for journalism. To Syd, journalism wasn't just an extracurricular activity—it was a calling. She had long believed in its power to inform, inspire, and change the world. Winning this competition would be the key to unlocking a future in the field she loved.

And win, she did. But little did she know, that victory would mark not just the beginning of a career in journalism but the start of a new journey that would take her in an entirely unexpected direction.

Syd's love for writing goes beyond the words she put on paper—it's always been about how the stories touch lives. "Naga-enjoy lang gid ko ya mag-sulat," she says with a smile, reflecting on her high school days. ("I just enjoy writing.") For her, writing wasn't just about winning awards or gaining recognition; it was about the thrill

of pursuing what you loved since then.

There was something about crafting strong, opinion-driven pieces that resonated with Syd—a combination of skill, confidence, and pride that pushed her to keep striving for excellence in her college.

But despite her success in journalism, Syd entered college with uncertainty about her future. "Pag-start ko college, wala gid ko idea sang kwaon ko nga kurso," she admits, explaining that she didn't know what course to take when she first enrolled in university. Her heart was still in journalism, but she didn't know exactly how to translate that into a career path.

Although devcom principles gave Syd a strong foundation, applying those theories in her professional life wasn't always straightforward. "WVSU equipped me with all the principles and values of a communication graduate," she says, acknowledging that her university education provided her with essential knowledge and skills.

Syd's first big challenge came when she joined the Department of Agriculture (DA) last 2021 under the Special Area for Agricultural Development (SAAD) under the Public Relations and Development Communication Unit (PRDCU), a program that trained professionals like her to connect with local communities and encourages their participation in government development projects for agricultural development, as an Information Officer. She was excited but nervous—her role was more than just writing press releases. She is now responsible for communicating government programs to local communities and ensuring that people understood the benefits of sustainable agricultural development initiatives. It was a lot of responsibility, and it required more than just writing. She had to learn and relearn new things, like graphic design and layout.

It was here that she first learned about social mobilization (SocMob), a process designed to empower communities and involve them in decision-making. Syd was intrigued by this approach, but it was the participatory rural appraisal (PRA) training that really sparked her interest.

"Mas complicated ang PRA," she says, describing the complexity of the PRA method, which involved synthesizing community data and creating tools like SWOT analyses to assess needs and resources.

It became clear that the skills she had honed in journalism—writing, research, critical thinking—were applicable not just in the newsroom, but in real-world community work. Syd began to see communication as a way to make a tangible impact, not just through articles, but through building stronger, more informed communities.

"Gina expect nila nga sagad 'ko sa tanan," Syd admits, laughing at the irony. (They expect me to be proficient in everything). "But there wasn't a subject for that in college, so I had to teach myself."

Despite the steep learning curve, Syd embraced these new skills and enjoyed the challenge. "Gina-enjoy ko lang ang work ko," she says, speaking with genuine enthusiasm. Her job was more than just a desk job—it involved engaging with people, understanding their concerns, and ensuring that crucial information about agriculture and development programs reached the right audiences.

One thing that has always driven Syd is her generous heart. Her work in the DA isn't just about pushing out information; it's about connecting with people, listening to their needs, and being a part of their solution. "Gusto ko lang gid mag bulig," she says, explaining that she truly wants to make a difference through helping people. (I just really want to help.)

Even before her professional career began, Syd was involved in giving back to her community. She often shares extra food packs after every event and activity they organized at work sharing them to people who need it on the streets.

"Gab-i na kami naga libod kay dira mo gid makita nga damo-damo gale mga homeless," she recalls, remembering the late nights in Iloilo City spent handing out food packs to people in need. (By night, we would go out and see so many homeless people.)

As she continues to grow both professionally and personally, Syd knows that her work is far from over. Communication remains her tool for making a positive impact in the world, and with each project, activity, and events, she organizes, she feels more connected to her purpose than ever before.

Syd's journey proves that when you bet on your passion and combine it with purpose, the impact you can have is limitless. What began as a high school promise to herself has now blossomed into a career dedicated to making a real difference in the world—and for Syd, that's just the beginning.

II. *A Path She was Meant to Walk: Heart's Story*

Heart's path to a career in Development Communication wasn't a typical college-to-career story. Looking back, she believes her journey into communication was not a mere coincidence, but rather a calling she had been preparing for her whole life.

Heart grew up as an NGO kid, immersed in the world of social work and community development. Her early years were marked by involvement with different government and non-government organizations working closely with policymakers and community leaders on local and national initiatives aimed at poverty alleviation.

This exposure to grassroots advocacy and the mechanics of policy-making gave her a front-row seat to the ways communication shaped development outcomes.

Despite being surrounded by efforts to empower communities, it wasn't until later that Heart made the connection between community development and communication. "I didn't realize the communication component in all the work I was exposed to at the time," she recalls. "It was all about people helping people, about social change. But as I went on, I started to understand that communication was at the heart of it."

Her first foray into community work involved facilitating workshops, designing educational materials, and engaging people through grassroots communication efforts. Yet, these were all learned through experience—learning it firsthand.

In high school, Heart's natural talent for communication was recognized by a teacher who encouraged her to take up communication. Her knack for public speaking and event hosting seemed like a perfect fit for a communication degree. But it wasn't just her speaking ability that guided her decision—it was also her passion for development work. When the opportunity to enroll the very first Bachelor of Science in Development Communication (DevCom) program was offered at West Visayas State University (WVSU) arose, it felt like fate. The program seemed to blend everything she had been working towards—combining her passion for social change with her growing understanding of the role communication could play in that change.

"It was like a magnetic pull," Heart reflects. "When I saw the words Development and Communication, it felt like something I had been preparing for without even knowing it. All these years of being involved in development work suddenly made sense."

Her exposure to community development, combined with her early recognition

as a capable speaker, aligned perfectly with the program's focus on using communication to address developmental issues.

As a communication student, Heart felt both privileged and challenged. The program was rigorous, taught by pioneers in the field, with Dr. Evelyn D. Tumambo, known as the "Mother of DevCom in Western Visayas," leading the charge. "We were very lucky to have professors who didn't just teach theories—they lived the work as practitioners. We [classmates] felt their passion for the field and that made us want to understand more about Devcom."

Heart's education was more than just academic—it was an experience that allowed her to connect theory with practice. In her second and third years, as students began to specialize in various areas, she found herself particularly drawn to subjects that focused on community development, policy advocacy, and communication strategies. Her work with NAPC and other agencies during her earlier years provided a unique perspective in the classroom, especially in discussions about policy recommendations and public hearings. "I remember discussing these topics in class, and I realized that my experiences were giving me a different, more practical perspective. My professors were amazed that I had actual exposure to these things," she recalls.

Heart's passion for advocacy continued to shine in the classroom, where she often took the lead in discussions about local and national development programs. Her ability to articulate policy points and community strategies made her natural in the classroom, much like she had been as an NGO kid, youth leader, and advocate for children's rights.

In 2020, Heart found herself at the crossroads of pursuing a different career. Applying as an Information Officer at the Department of Agriculture (DA) in Western

Visayas was that moment. The idea of working in the agriculture sector felt foreign to her but her Devcom training gave her the confidence to step into the role.

“There was fear and uncertainty,” she admits. “But I realized that the core of my training was not just about writing or communicating—it was about making a difference.

Working as an Information Officer at DA, Heart found herself writing success stories that highlighted the work of farmers and the impact of agricultural programs on local communities. It wasn’t just about turning out press releases and event coverage—it was about showcasing the real impact of agriculture on people’s lives. “Success stories matter,” she says. “When you can communicate the real impact of what’s happening on the ground, you help others see the value of the work being done.”

There was a particular meeting with the agri-fishery council where a stakeholder from the private sector questioned the DA’s impact. “She asked, ‘Where’s the evidence? Where are the success stories?’” Chelsea recalls. “In that moment, I was able to step up and show her our coffee table book, which was a collection of success stories from across the region. We had the evidence, and I was able to present those stories in a tangible, meaningful way.”

Her ability to go beyond the surface focused on the human stories behind agricultural development. She began to see the real value of her Devcom training—telling stories that not only inform but also make a change.

Through her role as an Information Officer, Heart has continued to sharpen her skills as a development communication practitioner. She’s learned the importance of research, understanding audience needs, and digging deep into stories to reveal the broader context of development. Whether it’s showcasing the impact of poverty

alleviation programs or writing about the socio-economic effects of agricultural interventions, Heart's work goes beyond the usual public information.

One key lesson she's learned is the importance of shared accountability. She often collaborates with various stakeholders as partners—from government officials to community leaders. "As an IO, I don't do it alone. I collect feedback, distill and share it. It's all about working together to communicate effectively," she explains.

For Heart, being a development communication practitioner is more than just spreading information; it's about ensuring that the impact of those interventions reaches the people who need it the most. As she continues her work with the DA, she is committed to pushing the boundaries of what agricultural information can achieve and always remembering the roots of her journey—using communication to create real, lasting change in people's lives.

III. *Beyond the Parallel Words: August's Story*

It all started with one good teacher's kind words to a student named August, "you have a way with words, August..." It was in that very moment he felt appreciated in his crafts.

The teacher, a quiet but perceptive soul, had noticed something in August that he hadn't seen in himself—a natural talent for writing. One day after class, she took him aside and said, "You have a way with words, August. You should write more. Read more. There's something in you."

Those words changed him.

For the first time, August began to believe in his abilities to write. As a young boy, he had written stories about fiction, crafting tales that spoke of adventure and meaning. But then, he felt a pull toward a different kind of writing, one that had the

power to connect people and shape the world around him—journalism. When he was chosen to join the student publication at his school, he saw it as a sign—a chance to dive deeper into the world of words, writing, and the power of communication.

August's high school years became an awakening. He excelled in his journalism classes, fascinated by the art of reporting, writing, and telling the stories that matter. By that time, he had earned the position of Associate Editor in the school's official publication. The exposure to journalism gave him not only a voice but a purpose. It was the perfect blend of his love for storytelling and his desire to make a difference. With that, his path to a bachelor's degree in Development Communication at WVSU in Iloilo City was set. But there was one thing he hadn't anticipated—what really is development communication?

At first, college life as a communication student was not easy. August realized that taking a communication course was seen as a lesser discipline. Communication students were often dismissed as people who only knew how to write and speak. "Just communication students," they'd say, as if that was all there was to it. At times, August felt devalued, misunderstood. But it only fueled him to pursue it more.

He threw himself into his studies and extracurricular activities, determined to prove that communication was more than just words—it was a powerful tool for social change. He rejoined the student publication, where he began to understand the true significance of student press freedom and the role of development journalism in addressing the needs of communities. As a student journalist, he learned how to amplify voices that were often overlooked. He represented WVSU at technical writing competitions where he not only honed his craft but won several awards. More than the accolades, these experiences taught him about the responsibility that came with having a voice. It was about more than writing; it was about advocating for those who

had no platform.

Beyond journalism, August found himself stepping into leadership roles. He became chairman of the official student organization for his program. The responsibilities were immense. Organizing events, speaking at meetings, and representing his fellow students. It was demanding, but it was also rewarding. He learned the importance of student representation and the power of working together for a cause. These four years of volunteerism, involvement in student organizations, and sheer determination. At first, college life as a communication student was not easy. August quickly realized that many of his peers saw Development Communication as a lesser discipline. Communication students were often dismissed as people who only knew how to read, write, and speak. “Just communication students,” they’d say, as if that was all there was to it. At times, August felt devalued, misunderstood. But this only fueled his resolve.

He threw himself into his studies and extracurricular activities, determined to prove that communication was more than just words—it was a powerful tool for change. He rejoined the student publication, where he began to understand the true significance of student press freedom and the role of development journalism in addressing the needs of communities. As a student journalist, he learned how to amplify voices that were often overlooked. He represented WVSU at technical writing competitions, where he not only honed his craft but won several awards. More than the accolades, these experiences taught him about the responsibility that came with having a voice. It was more than writing; it was about advocating for those who had no platform.

These four years of volunteerism, involvement in student organizations, and sheer determination helped him realize that his passion wasn’t just for journalism—it

was for development communication. He had fallen in love with the idea that communication could drive social change, that it could serve as a tool for community development.

When graduation came, August felt ready to make a real difference. He had always dreamed of working with communities, of helping them solve problems and reach their full potential. So, when the Department of Agriculture (DA) in Western Visayas advertised a position for a marketing specialist, he took the chance and applied. The DA was looking for someone to handle marketing and promotion for various agricultural programs, and he felt that this was a perfect fit for his skills and passion.

August's journey with the DA began in earnest when he was assigned to the Young Farmers Challenge (YFC) program, a financial grant initiative aimed at helping young Filipino farmers, aged 18-30, start their own agri-fishery businesses. It was a project that resonated deeply with him. As someone who had always believed in the power of youth and community development, working on YFC felt like a natural extension of his values. He used his communication skills to promote the program, helping young people access the resources they needed to create sustainable innovative businesses.

But his role didn't stop with YFC. August also became involved in the KADIWA Financial Grant Program, which assisted Farmers' and Fisherfolk's Cooperatives and Associations (FCAs) in securing financial aid to help maintain affordable local markets. August saw firsthand how important it was to empower local farmers and ensure they had the tools and support needed to thrive. His work felt meaningful because it was not just about promoting a program—it was about changing lives.

For the past two and a half years, August's role at the DA has been anything

but unpredictable. Sometimes he works as an information officer, sometimes as a project staff member, and at other times, he's deeply involved in marketing and promotion. The variety of tasks can be overwhelming, but it has taught him one of the most important lessons of his career—how to manage time and adapt to the needs of those he serves. As an extension worker, he's learned to wear many hats, but every task, every responsibility, is ultimately for the people. And that, he realizes, is the most fulfilling part of the job.

There's one thing August never expected, though—his struggle with numbers. But now, in his work at the DA, he's been forced to confront it head-on. Whether it's calculating financial statements for business proposals or helping farmers navigate business model canva. August has slowly but surely developed a new set of skills. His exposure to entrepreneurial training and financial literacy programs has helped him improve his business math skills to better support the farmers he works with.

Reflecting on his journey, August understands how far he has come. From a young man who once dreamed of building houses to a DevCom graduate working to build hope for communities, his path has been anything but straightforward. But it's been a path of purpose. As he continues to help farmers, empower communities, and contribute to social change, August knows that his story—one written with dedication, learning, and service which started from a teacher's powerful words—has only just begun.

Part Two: The Analysis

I. Syd

Syd's journey began with a deep passion for writing and journalism, nurtured since high school through the power of words to inform, inspire, and create impact.

This passion solidified during high school when she promised herself that if she won a writing competition, she would pursue a career in journalism. This early commitment laid the foundation for her academic choices, leading her to a communication degree specifically in Bachelor of Arts in Journalism.

For Syd, the theoretical frameworks encountered during her college provided a crucial foundation for her career. However, it was her immersive, hands-on experiences as an Information Officer at the Department of Agriculture that truly illuminated the practical applications of these abstract concepts and principles. This role served as a crucial bridge, connecting the academic understanding of communication with its tangible effects in real-world scenarios, particularly within the agricultural sector of Western Visayas.

With a heart full of empathy for farmers, Syd's dedication to making a difference goes well beyond the farmlands. In every DA-related event, she takes it upon herself to gather unclaimed food packs; quietly spreading acts of kindness through the streets of Iloilo City, making a difference, one food pack at a time. For Syd, this isn't just an abstract concept; she has personally witnessed and internalized the profound impact that Development Communication practitioners can have on communities, experiencing its transformative power firsthand, one small act of generosity at a time.

II. Heart

Heart's childhood was marked by close involvement with social work and community development, primarily resident community organizers and social workers in the non-governmental organization she is affiliated with. This immersion in grassroots advocacy sparked her understanding of communication's role in social change, though she initially lacked the full concept of development communication.

Her desire to help others, coupled with her NGO background, led her to enroll in pioneer batch in the Bachelor of Science in Development Communication program.

Heart's academic training in Development Communication emphasized theoretical knowledge, yet her involvement in hands-on projects, such as facilitating workshops and engaging with community leaders, enabled her to bridge the gap between classroom learning and fieldwork. Her experience then with the DA led her the rich and dedicated farmers and fishers of the region highlighting the impact of development programs on local communities, showcased the value of communication as not a mere tool for information dissemination but a proof of impact and success. Even with her robust background in community organizing, Heart approached this new path with resilience, and her commitment steadfast in making a tangible difference in the community she is making a difference in.

Heart's dedication to development work is similarly rooted in her. Through her work in the agricultural industry, she advocates for the voices of farmers, ensuring that their experiences and contributions to the community are heard, understood, and felt. By highlighting stories that matter, Heart aims to improve a greater appreciation for sustainable agricultural practices through storytelling.

III. August

August's early exposure to journalism, spurred by a teacher who recognized his writing potential, deepened his interest in storytelling. This early encouragement fueled his passion for journalism and ultimately guided him towards the development communication degree. These stories highlight the critical role that early life experiences play in shaping an individual's trajectory towards a progressive career path in the future.

August's academic experiences in development communication mirrored those

of Syd and Heart in providing a strong foundation in communication. However, his involvement in student organizations and leadership roles deepened his understanding of the complexities of community engagement. His work with the DA, where he was tasked with promoting agricultural programs, allowed him to apply his academic learning in real-world contexts, emphasizing the role of communication in driving social change and empowering local farmers through traditional or conventional and modern/digital marketing. Additionally, his experience in agribusiness revealed the intersections between communication, socio-economic progress, and community development.

For August, his role in extending and reaching the DA's programs among young farmers and farmer groups align with his belief in the transformative power of youth and community empowerment. He works to bridge the gap among farmers, commodities, and markets as they need to maximize production, improve profitability, and access new tools & technologies necessary for food security. For August, communication is not merely a profession but a means of helping people realize their full potential and lasting effect.

Part III. The Unfolding of Development Communication Values

The experiences of Syd, Heart, and August provide emerging Devcom values: resilient, dynamic, and people-oriented. Syd's proactive and determined acquisition of new skillsets, driven by a commitment to social change within the agricultural sector, exemplifies resilience as a form of adaptive capacity. This transcends mere persistence, highlighting a purposeful engagement with challenges aimed at enhancing her ability to serve the community's needs through communication.

Heart's professional evolution, marked by a continuous process of learning and

adapting her communication strategies to maximize the impact of evidence-based information, underscores the dynamic nature of the everchanging practice of Development Communication. Her willingness to refine her approach based on the practical realities of agricultural communication signifies an understanding that Devcom is not a static application of theory but an agile and responsive practice for social change.

August's proactive engagement in acquiring diverse skills, extending beyond his established expertise into areas such as business and financial literacy, reveals a compelling interplay between a strong people-oriented value. His commitment to conduct effective implementation of development programs, driven by a profound dedication to serving the community, necessitated a continuous embrace of new knowledge and competencies.

Collectively, the individual narratives of Syd, Heart, and August suggest that these values are not discrete entities but rather mutually reinforcing constructs within the professional identity of effective Devcom practitioners. Their distinct roles and the specific challenges they navigated serve as case studies in how resilience fuels the capacity to adapt (dynamism), and how both are ultimately oriented towards achieving positive outcomes for the target communities (people-orientedness). This interwoven framework of values appears critical for everchanging practice of development communication and fostering impactful change within the agricultural landscape of Western Visayas.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter 5 is divided into 3 parts, namely: (1) Summary, (2) Conclusions, and (3) Recommendations.

Part One, Summary in the Study.

Part Two, Conclusion of the Study.

Part Three, Recommendations of the Study.

Summary

The following summary were revealed in this study.

- (1) Their formative years shaped their academic choices and laid the groundwork for careers that blend theoretical knowledge with practical applications in the field of communication in the agriculture industry.
- (2) Throughout their academic journeys, each of them did not only acquire theoretical knowledge but also engaged in practical experiences mirroring the real-world challenges they would confront in their professional roles. The transition from theory to practice was not always seamless, but it played a pivotal part in their communication and extension work careers.
- (3) Syd, Heart, and August collectively embodied these emerging Devcom values of being resilient, dynamic, and people-oriented. Individually, they demonstrated these values in distinct ways, shaped by their specific roles.

Conclusion

- (1) Syd, Heart, and August's early experiences profoundly shaped their academic choices, guiding them toward careers that blend the theories they studied with real-world applications in agricultural communication. These foundational moments, whether sparked by a love for writing or a passion for community work, set them on a path where they could make a real impact in the agriculture industry, using communication—the tool for social change.
- (2) As they navigated their academic journeys, Syd, Heart, and August didn't just absorb textbook knowledge, they also put it into practice through hands-on experiences that mirrored the real challenges they would face in their careers.

While transitioning from classroom theory to real-world application wasn't always easy, these experiences became key to shaping their skills and preparing them for the demands of communication and extension work in the agriculture industry.

- (3) Even though Syd, Heart, and August started with a strong academic foundation, they quickly realized that theory alone wasn't enough. The challenges they faced in applying their knowledge in professional settings taught them the importance of resilience, flexibility, and values. These lessons were crucial in helping them thrive in the ever-changing field of agriculture
- (4) What truly connects Syd, Heart, and August is their shared commitment to using communication as a force for good. For them, it's not just about passing on information but it's about engaging with communities, understanding their needs, and empowering individuals to take an active role in agricultural development. Their deep dedication to making a difference shines through in the way they approach their work and the positive impact they have on the people they serve.

Recommendations

In view of the findings and conclusions, the researcher proposed the following:

- (1) This study specifically contributes by exploring its evolving values and practices within the agricultural sector of Western Visayas. This localized approach will add nuanced insights to the broader body of literature, addressing the unique socio-cultural and developmental context of Devcom.
- (2) This study has the potential to uncover evolving Devcom values that are particularly relevant to addressing the contemporary challenges and opportunities in agricultural development within Western Visayas. These insights, grounded in the experiences of agri-information officers and extension workers, can inform more effective communication strategies for the region's agricultural stakeholders.
- (3) This study aims to foster a greater recognition and appreciation for their crucial role in facilitating various sectors likewise the agricultural sector.

(4) The results of this study can serve as a valuable foundation for future researches on Development Communication in agricultural contexts, particularly within Western Visayas and other regions in the Philippines.

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