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ABSTRACT

By virtue of Republic Act 7722, the Commission on Higher Education (CHED) of the Philippines requires higher education institutions such as State Universities and Colleges (SUCs) to react to the need for societal reform. Educational institutions have a powerful role to play in improving the community's quality of life by sharing their knowledge, skills, best practices, and material resources. This is one of the purposes of the academy, which uses its experience and knowledge to benefit the public. This leads the researcher to investigate the community extension program of Isabela State University which aims to provide resources for teaching civic responsibility and compassion and determine the effects of the five-year community extension program of the University between January 2009 and December 2015. Several livelihood programs were introduced to the two adopted Barangays in Bitabian, San Mariano, Isabela, and Sta. Cruz, Benito Soliven, Isabela. The research design used in the study is descriptive and a modified survey instrument was used to determine the impact of the livelihood programs introduced to the adopted Barangays. Based on the findings, there had been a moderate improvement in community in terms of knowledge, skills and attitudes. Because they had benefited from the livelihood initiatives, most of the respondents rated the impact of the programs highly. Moreover, the extension respondents' profile in terms of civil status, educational attainment, occupation and gross monthly income are not factors on the perceived impact of the livelihood programs. It is also noted that the participants who participated regularly showed superior long-term outcomes and used the livelihood program as their source of living.

Keywords: Impact Assessment, livelihood, knowledge, skills, attitudes

INTRODUCTION

A source of income is referred to as a livelihood. It includes people's abilities, assets, money, and activities that are required to meet basic needs. A livelihood is made up of individuals, their abilities, and their means of subsistence, such as food, income, and assets. It is said to be environmentally friendly when it preserves or improves the local and global assets that people rely on for their livelihoods and provides a net benefit. It is also socially sustainable if it is capable of coping with and recovering from stress and shocks, as well as providing for future generations (Chambers & Conway, 1991).

Community extension is an important component of SUCs' four-fold roles for advancing higher education through field exposures for both teaching personnel and students. Extension is currently defined (Consolation, et. al., 1988) as an organized educational structure that assists/guides farm households in helping themselves. It is a dynamic process of diffusion that is directional and purposeful in conveying relevant education to the people. This necessitates that extension work be described as a well-planned program of delivering the results of research and technology to rural people in order to assist them in solving their production difficulties. It's a democratic and collaborative effort involving a variety of agencies and groups with the goal of improving public health.

The Commission on Higher Education (CHED) in the Philippines has ordered universities and colleges to offer community-based educational and civic services. The "National Service Training Program (NSTP) Act of 2001," Republic Act 9163, which underlines the dedication of HEIs to deliver, promote, and sustain community service, is an illustration of such policies. It is important to realize that this is comparable to the community service-learning initiatives established in the US under the National and Community Service Act of 1990 (Markus, Howard, & King, 1993).

Recent efforts to re-direct extension initiatives under CHED Memorandum Order 52, series of 2016, have been made by the Commission. In order to "give space to identify realistic, evidence- and science-based remedies that can solve real-world social, economic, and environmental concerns of partner citizens and communities," the policy offers certain criteria for HEI community extension projects. The new extension strategy asserts that HEIs are in a strategic position to collaborate with communities, businesses, and industry

in order to facilitate the transfer of knowledge or technology in particular developmental sectors because they are knowledge producers or centers of innovation. Any improvements in education made outside of institutions are referred to as "university extensions" or "extensions of the universities" (Maunder, 1971). These developments primarily address literary, agricultural, and social issues.

Partnerships between HEIs and the community ought to be advantageous to both parties. Curriculum and pedagogy should be improved by academic research and technology transfer efforts. Extension programs assist students in learning the value of citizenship in a way that standard classroom instruction cannot. These interactions can enrich the intellectual process with fresh perspectives and ideas and provide academic work and the academic community with a wider context (Soska & Butterfield, 2013).

In parallel, community stakeholders learn more about pertinent topics and are given the authority to decide how to improve their current circumstances. The ways that HEIs deliver extension programs differ. Other delivery strategies involve faculty and staff programs to address community development through educational cohorts, social service, public health, livelihood and technical training, consultations, and the direct application of R&D output. Some of these strategies concentrate on getting students involved in helping local organizations. The more popular examples of extension activities are computer literacy initiatives, health promotion initiatives, and livelihood initiatives (Daquis, Flores, & Plandez, 2016; Felicen, Mendoza, & Buted, 2014; Peprah et al., 2017).

Description of the Livelihood Program

The livelihood initiatives of the Isabela State University- San Mariano Campus, Isabela Philippines are the ones outlined in this study's extension program. The initiatives were developed after discussions with the local administration to address the community's recognized needs and to foster community empowerment. Wine Processing, Meat Processing, Fish Processing, Banana Chips Making, Salted Egg Processing, Fruit and Vegetable Processing, Cooking Native Delicacies, Baking Technology, and Noodle Making Technology are the education-training programs carried out in collaboration with different academic departments and offices.

Wine processing is a collection of procedures and methods used to produce organic wine from readily available fruits such as bugnay, calamansi, banana, and santol. The process starts with the selection of healthy fruits, then the juice is extracted, alcohol is fermented, and the completed liquor is bottled.

The process of processing meat entails turning fresh meat into a processed product through curing in order to improve flavor or preservation. The meat is packed and chilled after being covered with the curing mixture. Pork longganiza, pork tocino, skinless longganiza, and chicken tocino are examples of processed meat products.

Fish preservation methods, including smoking and pressure boiling are referred to as fish processing. Among the items are hot bangus sardines, smoked tilapia, and smoked bangus.

Banana Saba is used to manufacture banana chips in the production process. These are deep-fried after being peeled and cut into thin slices. The flavor and taste of the chips are improved by using honey as a sweetener rather than sugar.

Duck eggs are brined in saturated salt water or submerged in a brine solution for 15-20 days to produce salted eggs. The eggs are cooked with turmeric for an hour over a low flame after 15 or 20 days to give them a beautiful yellow hue.

Making pickles out of fruits and vegetables is considered fruit and vegetable processing. The unripe papaya is prepared for consumption and sale by being washed, peeled, grated, blanched, squeezed of excess water, mixed with a prepared pickling solution, and stored in a sterilized glass.

Filipinos appreciate local cuisine. The majority of the components in native delicacies are sticky rice, cassava, ube, coconut, sugar, water, milk, or any combination of the ingredients. This simplifies the production process. Some of the local specialties include ube turon, cassava cake, and cassava roll. A variety of ingredients are used to make these delectable delicacies.

The process of creating noodles normally involves mixing the basic ingredients, resting the crumbly dough, dividing it into two sheets, compounding the sheets into one, gradually increasing the thickness of the dough, and slicing the dough into strands. In order to enhance the flavor and nutritional content of flour, a technology is utilized that involves adding monggo, white beans, and cassava.

Adopted Barangays

1. Barangays Bitabian, San Mariano, Isabela

Bitabian is a barrio in the Isabela province's San Mariano municipality. 1 924 people were living there as of the 2020 Census. 3.20 % of San Mariano's entire population was represented by this. In the 2015 Census, Bitabian had 477 households with a total of 1,948 people living there, or an average of 4.08 people per household. The age group in Bitabian with the biggest population, according to the 2015 Census, is 20 to 24 years old, with 190 people.

On the other hand, there are only 20 people in the age range 75 to 79, which has the lowest population. When age categories are combined, those under the age of 14 make up 28.90% of the young dependant population,

which includes newborns, children, and young adolescents and teenagers (563). The population that is economically active and either already employed or seeking employment, or those between the ages of 15 and 64, makes up around 64.37% of the population (1,254). Finally, there are 131 people who are considered to be part of the "old dependent population," which includes seniors 65 and older.

Over a period of 30 years, Bitabian's population increased by 519 from 1,405 in 1990 to 1,924 in 2020. From the previous population of 1,948 in 2015, the most recent census results in 2020 show a negative growth rate of 0.26%, or a reduction of 24 individuals. Bitabian is located on the island of Luzon at around 16.9455, 122.0121. It is estimated that the elevation at these coordinates is 69.9 meters, or 229.3 feet, above mean sea level. (Bitabian, San Mariano, Isabela Profile – PhilAtlas, 1990)



Barangay: Bitabian
Municipality: San Mariano
Province: Isabela

Nearby cities:

Coordinates: 16°55'54"N 122°0'24"E

Figure 1. Location Map of Barangay Bitabian, San Mariano, Isabela (Source: <http://wikimapia.org/29333144/Bitabian>)

2. Sta. Cruz, Benito Soliven, Isabela

Santa Cruz is a Barangay in the Isabela province's Benito Soliven municipality. 1,164 people were living there as of the 2020 Census. This was 3.91% of Benito Soliven's whole population. There are 1,133 homes, or an average of 4.26 people per household, made up Santa Cruz's household population as of the 2015 Census, which was divided among 266 houses. The age group with the biggest population in Santa Cruz, according to the 2015 Census, is 5 to 9, where there are 126 people.

In contrast, there are just 9 people in the 80 and over age category, which has the lowest population. Over the course of 30 years, Santa Cruz's population increased by 436, from 728 in 1990 to 1,164 in 2020. When age categories are combined, those under the age of 14 represent 31.69% of the young dependant population, which includes infants/babies, children, and young adolescents/teenagers (359). The population that is economically active and either already employed or seeking employment, or those between the ages of 15 and 64, makes up around 63.46% of the population (719). Finally, the total percentage of the elderly dependant population, or those 65 and older, is 4.85% (55).

From the previous population of 1,133 in 2015, the most recent census data in 2020 shows a positive growth rate of 0.57%, or an increase of 31 individuals. Santa Cruz is located on the island of Luzon, roughly at 16.9861, 121.9315. At these coordinates, the elevation is thought to be 98.2 meters, or 322.2 feet, above mean sea level ((Santa Cruz, Benito Soliven, Isabela Profile – PhilAtlas, 1990)



Barangay: Santa Cruz
Municipality: Benito Soliven
Province: Isabela

Nearby cities:
Coordinates: 16°59'51"N 121°54'52"E

Figure 2. Location Map of Barangay Santa Cruz, Benito Soliven, Isabela (Source: <http://wikimapia.org/29333144/Santa-Cruz>)

Process Flow of the Livelihood Project

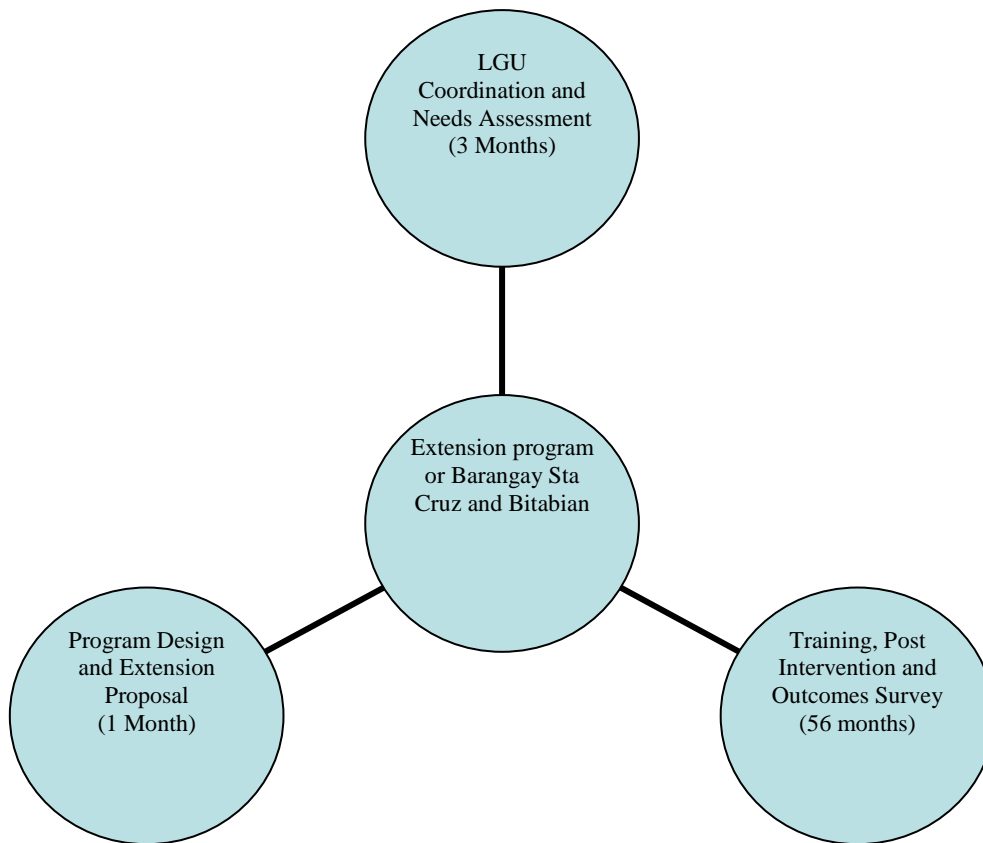


Figure 3. Process Flow of the Livelihood Program for the Adopted Barangays

An integrated extension approach is needed to address multi-faceted community issues effectively and it is one of the major functions of the academic community in order to enhance the capacity of the faculty in their field of expertise by way of extending it to the partner community/communities (Gonzalez, 2009). While extension services meet the needs of communities, they also align with the university's vision, mission, and goals. As a result, in order to achieve its mission of pursuing excellence in Extension and Training, Isabela State University, San Mariano (ISU-SM), as a social change partner, continues to create extension

programs and activities that are socially responsive to the needs of the community. The goal of this study was to assess the impact of livelihood programs on beneficiaries from Barangay Bitabian, San Mariano, Isabela, and Barangay Sta. Cruz, Benito Soliven, Isabela, over the last five years (2015-2019). In this stud, it is very important to determine the profile of the respondents in terms of gender, age, civil status, highest educational attainment, occupation, gross monthly income, and livelihood program participated, the extent do the respondents rate the impact of the livelihood programs to them and the community and the extent do the respondents rate the impact of the livelihood programs to their knowledge, skills, and attitudes after the extension activity were conducted.

METHODOLOGY

Research Design

This study made use of descriptive research methods. There are 60 men and women households in the two adopted Barangays namely Bitabian, San Mariano, Isabela and Sta. Cruz, Benito Soliven, Isabela. A survey questionnaire whose validity was checked served as the instrument in gathering the data. This was designed and modified by the researcher based on the readings made (Montalbo, 2016; Dilao, 2011). Before gathering the data, the researcher asked for consent first from the campus administrator and then from the respondents. She explained clearly to them what the study all about and in what way the respondents would participate in the discussion. All participants will be informed that their data will be treated with confidentiality and that it will only be used for research purposes. Frequency and percent were used to determine the distribution of the respondents as to their sex, gender, age, civil status, highest educational attainment, occupation, monthly income, and number of livelihood programs in which they participated. Mean and standard deviation were utilized to gauge their assessment of the impact of the livelihood programs on them and their community, including their knowledge, skills, and attitudes. The computed mean scores were interpreted using a guideline that is based on a 5-point scales i. e. 1 to 1.49 was a very small extent; 1.50 to 2.49 was a small extent; 2.50 to 3.49 was a moderate extent; 3.50 to 4.49 was a great extent; and 4.50 to 5.00 was a very great extent. An independent sample t-test was run to test whether there was a difference in their assessment of the impact of the programs when they were grouped by gender. Moreover, an analysis of variance was conducted to investigate whether there was a significant difference in their assessment of the programs when they were grouped according to age, civil status, highest educational attainment, occupation, gross monthly income, and livelihood program participation. A Tukey HSD was requested for significant ANOVA results in order to detect which groups differ.

RESULTS AND DISCUSSIONS

Table 1. Summary Profile of the Respondents

Profile	Category	F	%
Sex	Male	14	23.3
	Female	46	76.7
Gender	Masculine	14	23.3
	Feminine	46	76.7
Age	35 y/o or below	8	13.3
	36 to 45 y/o	17	28.3
	46 to 55 y/o	28	46.7
	56 y/o or above	7	11.7
Civil Status	Married	56	93.3
	Single	2	3.3
	Widowed	2	3.3
Highest Educ. Attainment	Elem	4	6.7
	High School	27	45.0
	College	25	41.7
	Vocational	4	6.7
Occupation	Farming	34	56.7
	Housekeeping	15	25.0
	Brgy. Kagawad/ health worker	5	8.3
	business/vendor	6	10.0
Gross Monthly Income	5000 pesos or below	25	41.7
	5001 to 10000 pesos	19	31.7
	Above 10000 pesos	16	26.7
No. of Livelihood Programs Part.	1 to 3 programs	28	46.7

	4 to 6 programs	16	26.7
	7 to 9 programs	16	26.7
Total		60	100.0

Table 1 shows the summary profile of the respondents. 46 or 76.7% are female and feminine while 14 or 23.3% are male and masculine. As to age, 28 or 46.7% are aged 46 to 55 years old; 17 or 28.3% are 36 to 45 years old, the remaining 15 or 14.0% are 35 years old or below and 56 years old or above. This shows that despite that they are in the middle aged, they are still active and motivated to increase their knowledge. This is consistent with Malahay's, (2019) findings, but not Gomez's, (2017) and Daquiz's, et. al., (2016). According to their findings, the majority of extension recipients are young people aged 18 to 27.

In terms of civil status, 56 or 93.3% are married while the rest are 4 or 6.6% are single and widowed. With regards to highest educational attainment, 27 or 45% are high school; 25 or 41% are college and 8 or 13.4% finished elementary and vocational course respectively. The results is in consonance with the study of Daquis, et. al (2016). Malahay's (2019) research, on the other hand, contradicts this study's findings. It reveals that the majority of his extension respondents are in the elementary school level.

As to occupation, 34 or 56.7% are engaged in farming; 15 or 25.0% housekeeping; 6 or 10% business/vendor and 5 or 8.3% are barangay kagawad/health worker. In their gross monthly income, 25 or 41.7% had an income of 5000 pesos or below; 19 or 31.7% earned 5001 to 10000 pesos and 16 or 26.7% grossed above 10000 pesos. On the other hand, the number of livelihood programs participated, 28 or 46.7% attended 1 to 3 programs and 16 or 26.7% are both 4 to 6 programs and 7 to 9 programs.

Table 2. Participants in the Various Livelihood Programs

Livelihood Programs	F	%
Wine Processing	56	93.3
Meat Processing	28	46.7
Fish Processing	40	66.7
Banana Chips Making	26	43.3
Salted Egg Processing	39	65.0
Fruit & Vegetables Processing	20	33.3
Cooking Native Delicacies	21	35.0
Baking Technology	23	38.3
Noodle Making Technology	21	35.0

The data in Table 2 presents the various livelihood programs participated by the respondents. Based from data, 56 or 93.3% participated in wine processing; 40 or 66.7% attended trainings on fish processing; 39 or 65.0% joined salted egg processing; 28 or 46% meat processing; 26 or 43.3% participated banana chips processing; 23 or 38.3% joined baking technology and the rest 62 or 103.3% are cooking native delicacies, noodle making technology and fruit and vegetables processing. This implies that respondents participated in various programs or activities in consideration of the available resources in the community.

Table 3. Impact of the Livelihood Programs to the Community

Statement	M	SD	Description
Improved the knowledge and skills of the residents	4.20	.776	GE
Motivated the residents to establish livelihood projects in the community	4.21	.715	GE
Helped augment the income of the families	4.36	.780	GE
Encouraged the residents to adapt and apply new technologies and innovations on food preparations and processing	4.15	.732	GE
Helped in promoting health and wellness among residents	4.28	.738	GE
Prevented the youth and the mothers to be indulged with vices (drugs, gambling, etc.)	4.30	.696	GE
Helped in promoting peace and order and good governance in the barangay	4.23	.744	GE
Established good camaraderie between and among beneficiaries and other people in the community	4.21	.715	GE
Overall	4.24	.627	GE

Note. GE means Great Extent

The data in Table 3 shows the perceived impact of the livelihood programs to the community. It can be gleaned from the data that in general, the respondents rated great extent (M=4.24) on the different impact of the livelihood programs to the community. They rated great extent (M=4.36) on it helped augment the income of the families; they evaluated great extent (M=4.30) on it helped prevented the youth and the mothers to be

indulged with vices (drugs, gambling, etc.); they rated great extent (M=4.28) it helped in promoting health and wellness among residents; they also rated great extent (M=4.23) on it helped in promoting peace and order and good governance in the barangay; they likewise assessed great extent (M=4.21) on both statements that it established good camaraderie between and among beneficiaries and other people in the community and motivated the residents to establish livelihood projects in the community; they also rated great extent (M=4.15) on it encouraged the residents to adapt and apply new technologies and innovations on food preparations and processing.

The findings indicate that ISU San Mariano's livelihood programs have benefited the communities it serves in one manner or another. These findings conform with other impact studies on extension programs conducted by Herrera, (2010), Tacbas, et. al., (2010), Dugyon, (2016), and Salazar, (2020).

Table 4. Impact of the Livelihood Programs to the Individual Participants

Statement	M	SD	Description
Helped boost my confidence	4.28	.691	GE
Gained knowledge and skills	4.28	.691	GE
It enabled me to increase/augment income of the family	4.35	.777	GE
Enabled me to find establish/start a family livelihood project	4.21	.738	GE
Prevented the youth and mothers to be indulged with vices (drugs, gambling, etc.)	4.31	.724	GE
Helped me maximize my time and be productive	4.28	.738	GE
Overall	4.28	.639	GE

Note. GE means Great Extent

Presented in Table 4 is the perceived impact of livelihood programs to individual participants. As reflected from data, the respondents assessed great extent (M=4.28) with the identified impacts. They rated great extent (M=4.35) on the statement that it enabled them to increase or augment their family income. Meanwhile, they rated great extent (M=4.31) on the statement that extension programs offered by the university helped prevented the youth and mothers not to be indulged with vices such as drugs, gambling, etc. Participants become more capable and empowered as a result of their gained knowledge and skills, and they become more productive as they are drawn into preferred activities, according to the research. This is in line with (Dugyon, 2016; Dilao, 2011; & Montalbo's research, 2016). It was revealed that their research had a significant impact on the partner communities' knowledge, abilities, and attitudes, as well as increased their revenue, making the program effective.

Table 5. Impact of the Livelihood Programs on Knowledge

Statement	M	SD	Description
Increased knowledge in meat processing, fish processing, salted egg processing, fruit processing and vegetable processing	4.13	.747	GE
Developed skills in wine making	4.05	.811	GE
Capacitated ability in baking technology, noodle making technology, banana chips processing, and cooking native delicacies	3.95	.852	GE
Enhanced knowledge in packaging	4.08	.829	GE
Acquired knowledge in the livelihood programs gave me hope and the drive to have positive outlook in life	4.16	.866	GE
Increased desire to share the knowledge & skills I learned to other people	4.23	.889	GE
Overall	4.10	.749	GE

Note. GE means Great Extent

Table 5 presents the perceived impact of livelihood programs on knowledge. It shows that respondents rated great extent (M=4.10) on identified impact on knowledge. They rated great extent (M=4.23) on the statement that they increased their desire to share the knowledge & skills they learned to other people. They also gave a great extent (M=4.13) that it increased their knowledge in meat processing, fish processing, salted egg processing, fruit processing and vegetable processing. Lastly, they rated great extent (M=4.16) on acquired knowledge in the livelihood programs gave them hope and the drive to have a positive outlook in life. This is an indication that beneficiaries can make a significant difference in the community. This correlates with the study of Dilao (2012) which reveals that 100% of the respondents agreed that the community extension service of La Salle University has helped a lot to the community especially to the residents of Catadman-Manabay.

Table 6. Impact of the Livelihood Programs on Skills

Statement	M	SD	Description
Enhanced skills in meat processing, fish processing and salted egg processing	4.13	.853	GE
Enriched skills in wine making	4.06	.756	GE
Improved skills in baking technology, noodle making technology, and cooking native delicacies	3.96	.780	GE
Honed skills in fruit, banana chips processing and vegetable processing	3.95	.832	GE
Built up packaging skills	4.08	.765	GE
Improved communication skills in dealing with other participants	4.11	.804	GE
Overall	4.05	.703	GE

*GE means Great Extent

Table 6 shows the perceived impact of the livelihood programs on skills. As shown from data, in general, the respondents rated great extent (M=4.05) statements on identified impact on skills. They rated great extent (M=4.13) that it enhanced their skills in meat processing, fish processing and salted egg processing; they evaluated great extent (M=4.11) on improved communication skills in dealing with other participants. Meanwhile, they also rated great extent (M=4.08) that it built up their packaging skills. This implies that the skills they've learned from the training were very useful and they were able to practice in the processing of the products, packaging and improved communication skills useful for selling up the products. The findings of the study are comparable to those of Felicen, S., et al (2014) and Abrea (2017). It demonstrates that the programs they provided had a significant impact on the beneficiaries' skills, values, financial, and economic status, making the livelihood program effective and sustainable.

Table 7. Impact of the Livelihood Programs on Attitudes

Statement	M	SD	Description
Helped increase awareness in developing my own business	4.18	.724	GE
Developed the capacity to use idle time	4.15	.732	GE
No time for gossiping	4.20	.798	GE
Built good camaraderie between and among beneficiaries	4.25	.772	GE
Became responsible citizens	4.25	.750	GE
Encouraged to utilize barren land using advance machineries and technology	4.15	.732	GE
Inspired to search for linkages for more efficient marketing strategies	4.18	.791	GE
Developed a spirit of positivism and unity among the participants	4.18	.853	GE
Committed to cooperate with local officials in the implementation of community programs or projects	4.25	.750	GE
Overall	4.20	.681	GE

*GE means Great Extent

Table 7 reflects the respondents' perceived impact of the livelihood programs on attitudes. It can be gleaned from the data in overall, the respondents rated great extent (M=4.20) on the different statements on impact of livelihood programs on attitudes. They evaluated great extent (M=4.25) on built good camaraderie between and among beneficiaries, became responsible citizens and committed to cooperate with locals in the implementation of community programs or projects respectively. While they also rated great extent (M=4.20) that through attendance to livelihood programs, there is no time for gossiping and great extent (M=4.18) on it helped increase their awareness in developing their own business, they are inspired to search for linkages for more efficient marketing strategies and that it developed a positivism and unity among them. As a result, livelihood programs had a significant impact on respondents' attitudes. The findings of the study are similar to those of (Llenares and Diocares, 2018). It validates that after participating in the livelihood programs, participants have a positive view.

Table 8. Independent Samples t-test of the difference between the assessments of the respondents on the impact of the livelihood programs when they were grouped by gender

Dimension	Sex	M	SD	t (58)	P
Impact to Community	Male	4.43	.316	1.806	.077
	Female	4.19	.688		
Impact to the Participants	Male	4.53	.346	2.33	.024
	Female	4.21	.690		
Impact to Knowledge	Male	4.21	.454	.848	.402
	Female	4.06	.820		
Impact to Skills	Male	4.28	.555	1.428	.159

	Female	3.98	.733		
Impact to Attitude	Male	4.47	.386	2.41	.020
	Female	4.11	.730		

Table 8 depicts the difference between the assessments of respondents on the impact of the livelihood programs when they were grouped by gender, as compared to females, the male participants indicated a significantly higher rating on the impact of the livelihood programs to individual participants and attitude. The findings simply indicate that male participants were eager to develop and learn a variety of skills through the many livelihood initiatives extended to them.

Table 9. Analysis of variance of the difference between the assessments of the respondents on the impact of the livelihood programs when they were grouped by civil status

Dimension	Civil Status	M	SD	F(2, 57)	P
Impact to Community	Married	4.26	.618	2.715	.075
	Single	3.38	.000		
	Widowed	4.75	.353		
Impact to Individual Participant	Married	4.32	.633	2.009	.144
	Single	3.41	.586		
	Widowed	4.25	.353		
Impact to Knowledge	Married	4.11	.750	1.353	.267
	Single	3.33	.473		
	Widowed	4.50	.707		
Impact to Skills	Married	4.06	.699	1.938	.153
	Single	3.25	.353		
	Widowed	4.58	.586		
Impact to Attitudes	Married	4.20	.677	1.555	.220
	Single	3.50	.707		
	Widowed	4.66	.473		

As reflected in table 9, there was no significant difference between the ratings indicated by the respondents on the impact of the livelihood programs when they were grouped by civil status. It suggests that civil status of the respondents is not a factor on their assessment of the impact of the livelihood programs extended to them.

Table 10. Analysis of variance of the difference between the assessments of the respondents on the impact of the livelihood programs when they were grouped by educational attainment

Dimension	Highest Educ. At.	M	SD	F(3, 56)	P
Impact to Community	Elem	4.25	.268	.635	.596
	High School	4.14	.783		
	College	4.37	.496		
	Vocational	4.09	.359		
Impact to Individual Participant	Elem	4.24	.289	.604	.615
	High School	4.19	.758		
	College	4.42	.581		
	Vocational	4.16	.134		
Impact to Knowledge	Elem	4.08	.613	1.097	.358
	High School	3.91	.855		
	College	4.29	.650		
	Vocational	4.16	.576		
Impact to Skills	Elem	4.12	.641	.631	.598
	High School	3.91	.842		
	College	4.14	.581		
	Vocational	4.29	.392		
Impact to Attitude	Elem	4.41	.333	1.056	.375
	High School	4.05	.821		
	College	4.35	.570		
	Vocational	4.00	.269		

Table 10 displays that there was no significant difference between the ratings indicated by the respondents regarding the impact of the livelihood programs when they were grouped by educational attainment. This is in

line with Malahay's research (2019). As a result, educational attainment has little bearing on the effectiveness of livelihood programs.

Table 11. Analysis of variance of the difference between the assessments of the respondents on the impact of the livelihood programs when they were grouped by occupation

Dimension	Occupation	M	SD	F(3, 56)	P
Impact to Community	Farming	4.34	.592	1.552	.211
	Housekeeping	3.98	.701		
	Brgy. kagawad/ health worker	4.50	.467		
	business/vendor	4.12	.646		
Impact to Individual Participant	Farming	4.42	.512	1.628	.193
	Housekeeping	4.02	.808		
	Brgy. kagawad/ health worker	4.36	.784		
	business/vendor	4.11	.619		
Impact to Knowledge	Farming	4.16	.760	.189	.903
	Housekeeping	4.00	.803		
	Brgy. kagawad/ health worker	4.03	.766		
	business/vendor	4.05	.688		
Impact to Skills	Farming	4.25	.705	2.237	.094
	Housekeeping	3.77	.725		
	Brgy. kagawad/ health worker	3.90	.547		
	business/vendor	3.75	.467		
Impact to Attitudes	Farming	4.36	.678	1.683	.181
	Housekeeping	3.94	.742		
	Brgy. kagawad/ health worker	4.11	.444		
	business/vendor	3.98	.533		

Table 11 presents the significant difference between the assessments of the respondents on the impact of the livelihood programs when they were grouped by occupation. It reveals from the table that the occupation of the respondents did not influence their ratings on the impact of the livelihood programs being extended to them.

Table 12. Analysis of variance of the difference between the assessments of the respondents on the impact of the livelihood programs when they were grouped by gross monthly income

Dimension	Gross Monthly Income	M	SD	F(2, 57)	P
Impact to Community	5000 pesos or below	4.20	.752	.175	.840
	5001 to 10000 pesos	4.31	.471		
	Above 10000 pesos	4.22	.605		
Impact to Individual Participant	5000 pesos or below	4.22	.781	.389	.679
	5001 to 10000 pesos	4.27	.538		
	Above 10000 pesos	4.40	.511		
Impact to Knowledge	5000 pesos or below	3.96	.978	.725	.489
	5001 to 10000 pesos	4.17	.455		
	Above 10000 pesos	4.23	.614		
Impact to Skills	5000 pesos or below	3.92	.861	.753	.475
	5001 to 10000 pesos	4.18	.523		
	Above 10000 pesos	4.09	.616		
Impact to Attitude	5000 pesos or below	4.06	.871	.873	.423
	5001 to 10000 pesos	4.29	.451		
	Above 10000 pesos	4.29	.557		

As reflected from table 12 the significant difference between the assessments of respondents on the impact of the livelihood programs when they were grouped by gross monthly income. The gross monthly income of the respondents did not significantly affect their assessment of the impact of the livelihood programs to the community, individual participant, knowledge, skills, and attitudes.

Table 13. Analysis of variance of the difference between the assessments of the respondents on the impact of the livelihood programs when they were grouped by no. of livelihood programs participated

Dimension	No. of Livelihood Prog. Part.	M	SD	F(2, 57)	P
Impact to Community	1 to 3 programs	3.92 ^a	.586	8.698	.001
	4 to 6 programs	4.51 ^b	.349		
	7 to 9 programs	4.53 ^b	.667		
Impact to Individual Participant	1 to 3 programs	3.98 ^a	.693	7.409	.001
	4 to 6 programs	4.46 ^b	.414		
	7 to 9 programs	4.63 ^b	.490		
Impact to Knowledge	1 to 3 programs	3.67 ^a	.769	12.077	.000
	4 to 6 programs	4.35 ^b	.494		
	7 to 9 programs	4.59 ^b	.494		
Impact to Skills	1 to 3 programs	3.64 ^a	.644	13.866	.000
	4 to 6 programs	4.22 ^b	.557		
	7 to 9 programs	4.58 ^b	.502		
Impact to Attitude	1 to 3 programs	3.77 ^a	.674	17.864	.000
	4 to 6 programs	4.39 ^b	.383		
	7 to 9 programs	4.75 ^b	.396		

Table 13 presents the respondents' assessments of the impact of the livelihood programs significantly vary when they were grouped according to the number of programs they participated. As shown in Table 13, those who participated to at least 4 programs indicated a significantly higher rating to the impact of the extended programs as compared to those who only participated in 1 to 3 programs. This meant that the greater the number of programs they participated the greater was their level of satisfaction and perception as to the impact of the programs to them.

Table 14. Proposed Plan of Action

Programs	Activities	Target Beneficiaries	Output	Outcome	Duration
Fruit and Vegetable Processing	Skills Training on fruit and vegetable processing (Wine making, pickles, jam, jelly, banana chips, etc) Enhancement of packaging materials for marketability	Men & Women/ OSYs, Households, RIC officers & Members	Skills Training & workshop & Evaluation outcome Training on proper packaging and labelling of products	Attendance sheet/Evaluation & Monitoring report Processed products (fruits & vegetables) (Wines, Pickles, Jams, jellies, banana Chips, etc.)	2 years
Cooking native delicacies/Baking Technology/ Noodle making technology	Skills training on cooking native delicacies and baking	Men & Women/ OSYs, Households, RIC officers & Members	Skills Training & workshop & Evaluation outcome	Attendance sheet Evaluation report/Monitoring report Native delicacies products Baked products Mikki noodles	2 years
Fish/Meat/Salted Egg processing	Skills training on fish, meat and salted egg processing	Men & Women/ OSYs, Households, RIC officers & Members	Skills Training and workshop & Evaluation outcome	Attendance sheet Evaluation report/monitoring report Fish & Meat processed products & Salted Egg	2 years

Table 14 shows a recommended plan to improve livelihood initiatives even more. The concept of sustainable livelihood is a method for better understanding people's lives in their communities. It considers the most essential factors that affect people's livelihoods, as well as the usual linkages between them. It can be used in strategic planning to ensure that existing activities continue to generate revenue.

CONCLUSIONS AND RECOMMENDATIONS

From the findings of the results, it shows that most of the extension participants/respondents are dominated by females with an age bracket of 46 to 55 and are high school level. On the other hand, the respondents' rating is great extent on the impact of the livelihood programs.

However, educational attainment and gross monthly income did not affect the rating of the respondents on the assessment of the impact of the livelihood programs to the community, individual participants, knowledge, skills and attitudes.

Both frequent and infrequent recipients showed remarkable attitudes and outcomes. Following their participation in the livelihood initiatives, the participants seemed to have a more optimistic attitude toward life.

Livelihood workshops concentrated on how to do Wine Processing, Meat Processing, Fish Processing, Banana Chips Making, Salted Egg Processing, Fruit & Vegetables Processing, Cooking Native Delicacies, Baking Technology, and Noodle Making Technology. The respondents reported gaining greater revenue as they improved their resource and management skills.

The participants also stated that since the community extension programs were put into place, they are better able to maintain cordial connections. They felt they could deal with the personality variations among the persons they frequently interacted in the community.

The frequent participants also spoke about how their way of life has improved. Several respondents claimed that they had bought kitchen utensils from the livelihood initiatives, especially cooking materials.

Overall, this study demonstrates that the extension program's participation rate is crucial to providing advantages to the community's families. Their participation could be a sign of their desire for lifelong learning which is an indicator of societal reform.

It is recommended that the extension livelihood programs still need to be improved further in order to sustainably empower community members and meet residents' needs. Every college or program should conduct a needs assessment survey and evaluate their programs. In order to address community challenges, each department or program must plan, deliver, monitor, and evaluate its own extension program. More programs that help partner communities become more empowered should be made available. A proposed plan for two years should be implemented to further determine its sustainability. Future research on creating tools to assess the outcomes or impacts of communities will benefit from some of the insights provided by this study.

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