



IMPACT ASSESSMENT OF EXTENSION AND COMMUNITY OUTREACH SERVICES (ECOS) OF THE SCHOOL OF CRIMINAL JUSTICE AND PUBLIC SAFETY AT BARANGAY LUCNAB, BAGUIO CITY

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ABSTRACT

There are issues in the community that cannot be solely addressed by the local government officials nor the residents, hence a need for a knowledge-based sector like the academe to come up with scientific diagnosis towards the problems in the community. The academic institutions (colleges and universities) are active components in community development through the conduct of extension and community outreach services in their respective partner communities. While they give these programs, assessment is needed to know its impact in community development. Hence this study was conducted to assess the impact, identify the challenges encountered, and improve the extension and community outreach services conducted by the School of Criminal Justice and Public Safety at Barangay Lucnab, Baguio City. To assess the impact, quantitative research was utilized. The responses of the respondents through a questionnaire were tallied and analyzed. The results revealed that the extension and community outreach services conducted helped improve the lives of the participants while learning and gaining many skills were the main reasons why they are interested in these programs. The



researchers recommend these programs should focus on the services which may bring positive responses from the participants like those that enhance their skills, give long term use of the knowledge acquired and motivation all throughout the activities. Improvements maybe addressed also by adhering to the needs assessments conducted prior to the conduct of the activity to ensure that the programs were made in response to the needs of the community.

Keywords: Assessment, community extension, impact, challenges, intervention program.

INTRODUCTION

The community extension and outreach services (ECOS) is generic term use dby institutions to refer to their services outside their institution that involve the offering of education, social planning, and support of activities to community residents freely and openly. In terms of sustainability, community outreach allows citizens opportunities to get involved with their city in ways that allow them to choose and act upon the ways in which they believe are most fulfilling to themselves and their neighborhoods (Satellite Beach Florida, n.d.). These programs are geared towards community development.

Community development is a process where government, non-government organizations, the volunteer sector, and even private corporations work together to empower communities economically, socially and even politically (Perkins et al., 2004). According to PeerNet BC (n.d.), effective community development should be: a long-term endeavor, well-planned, inclusive and equitable, holistic and integrated into the bigger picture, initiated and supported by community members, of benefit to the community and grounded in experience that leads to best practices. In addition, community development is a grassroots process by which communities: become more responsible, organize and plan together, develop healthy lifestyle options, empower themselves, reduce poverty and suffering, create employment and economic opportunities and achieve social, economic, cultural and environmental goals.

Schiele (2005) perceives community development as a collective problem-solving, self-directed and empowerment pursuit. Issues of drug addiction, for example, are handled not only by the community leaders and local government but also by the community members and families themselves in developing solutions. It has become clear that an integrated extension approach is needed to address multi-faceted community issues by way of integrating efforts across different program areas such as extension that will address real-life community issues effectively (DeBord, 2007).

According to Dilao (nd), issues in the community cannot be solely addressed by the local government officials nor by the residents but need knowledge-based sector or the epistemic community and academe for it to come up with scientific diagnosis with regard to the occurrences of the problem in the community. Hence, the academe is one of the main actors in



the society which could possibly effect change by way of empowering the people in the community especially in the field of teaching, research, and community outreach (Gonzales, 2008).

The academic institutions such as colleges and universities had their respective duties and responsibilities in the community as reflected in Article XIV of the Philippine constitution, section 4, paragraph 4 of the educational act of 1982 to quote, "...all educational institutions shall reach out to educationally deprived communities, in order to give meaningful reality to their membership in the national society, to enrich their civic participation in the community and national life, and to unify all Filipinos into a free and just nation". These were designed primarily to increase the security of livelihood, alleviate poverty, reduce illiteracy, improved health and nutrition, created a system of governance that promoted supports and sustained human development and protecting and preserving the environment (Bidad&Campiseño, 2010).

Relatively, CHED Memorandum Order No. 48 series of 1996 on statement 3.5 states that Higher Educational Institutions must have a credible community extension program which may take form of continuing education, application of research results, community service and the like." This was pursuant to the mandate of CMO No. 42, series of 2005, paragraph II-b by virtue of Republic Act No. 7722 or THE Commission on Higher Education Act of 1994, that CHED should support HEI's to become center of research and development and extension services and serve as the prime mover of the nation's socio-economic growth and sustainable development.

Community extension services responded to the needs of community as well as the expectations that made education accessible to the poor and pursue an excellent and socially relevant education centered on the young, poor and the youth at risk; and promoted the Filipino spirit of solidarity by upholding justice and human dignity (Gonzales, 2009). But in order to identify which extension and community outreach program is fitted for a certain community, needs assessments is an important tool. According to Allison (n.d.), needs assessment is a process used by organizations to determine priorities, make organizational improvements or allocate resources. It involves determining the needs or gaps between where the organization envisions itself in the future.

The ever-growing social inequities confronted most low- and middle-income countries as many people still have insufficient access to proper education and training. This problem results in citizens who lack the necessary skills for employment or are disempowered to engage in entrepreneurial pursuits. As higher education institutions (HEIs) are concerned with delivering extension programs to reach development goals, it is paramount that academic institutions had also monitored and evaluated the outcomes of their community programs at the grassroots level (Llenares 2018). Hence a need for impact assessment on said programs to evaluate its outcomes. Impact assessment is a means of measuring the effectiveness of



organizational activities and judging the significance of changes brought about by those activities (International Federation of Red Cross, n.d.).

The following are examples of studies on the impacts of their extension and community outreach programs. Tacbas et. al (2010) stated that extension programs implemented in the University of Northern Philippines - Vigan City in terms of the economic and social impacts of the programs of the UNP Extension Services Office, out of 188 respondents, 114 or 60.64 percent believed that they were not employed as a result of the skills learned, only 74 or 39.36 percent believed to be employed. Most (123 or 65.42%) of them perceived that their houses were not improved as a result of the income derived from the income generated after the training. It can also be traced that 112 or 59.57 percent of the respondents believed that they were not able to buy appliances as a result of the income generated from the employment as a result of the skills learned. On the contrary, the respondents perceived that their social status have improved in terms of self-esteem, health and nutrition, and environment.

Likewise, Rubio (2016) stated that conducting community service is about relationship on building communities. It is designed for personal and social development. Results of their study in Lyceum of the Philippines revealed that majority of the respondents were first year level and from Bachelor of Science in Business Administration. It also showed that there are students who were not involved in any organization of the college. This study further showed that community extension program of the college was well implemented. Students were well involved in the said activities. The students expected benefits that helped them grow to a more productive and efficient students and member of the community. Moreover, there were also some expected problems in joining this kind of activity like funds, location and the logistics. The extension programs continued to move on and reach out for the sustainable development of the students and community.

In addition, Malahay (2019), Assessment of Capability Building Community Extension Program in Negros Oriental, Philippines presented that most of the respondents claimed that they benefited from the extension program. The extension program provided them with additional knowledge, made them more aware of their personal and family needs, teach them how to contribute to the barangay/community, informed them of the business/livelihood opportunities, and motivated them to become more productive. This is an indication that extension programs made a significant difference in depressed communities.

Figueroa (2017), in his study on Effectiveness of Community Extension Program and Services revealed that overall, beneficiaries perceived both health services-related and education-related programs as highly effective, while institutional development and capacity building-related activities and social services as effective. Family-beneficiaries were of a consensus that the community extension program and services should be continued in as much as they greatly benefited from them.

According to Cervantes, Segismundo, Benasa and Dayao (2018) they revealed that the



community extension programs of LCUP-CESOP helped in promoting health and wellness among the residents as the topmost effect, helped the community in so many ways, their knowledge and skills were enhanced and they became motivated to clean their surroundings. The study implied that these program recipients were inspired to improve their standard of living. This was considered as a positive effect on the individual due to the development they have personally observed.

Laguador and Chaves (2013), in their study entitled Assessment of Engineering Students' Acquired Affective Learning from Involvement in Community Extension Services revealed that there was a great extent on the contribution of these programs in developing the personal values of the participants to be responsible in making decision for the sake of other people, be sensitive to the needs of others, and be proactive in promoting camaraderie through helping others. The community projects taught the students not to be self-centered or self-seeking but rather they became altruistic and self-sacrificing.

According to Sibal and Elizaga (2019), they revealed that the extension program equipped the respondents with adequate knowledge and skills that contributed in improving themselves in performing their tasks as barangay officials. Specifically, along crafting of good ordinances and resolutions, use of parliamentary procedures in the conduct of meetings, documentation of activities and fund management. More than this, was the transformation of their values and attitudes towards their work. All these, were claimed by the respondents made their barangay a "model barangay" though there were of course challenges encountered in implementing the program.

Moreover, Montalbo (2016), in her study Impact Assessment of the Community Extension Programs of AB Mass Communication and Paralegal Studies Towards Community Development revealed that their extension program contributed to environmental transformation, food and nutrition security and additional income in the family, leadership seminars strengthen the potential, knowledge and self-confidence of the beneficiaries, and child development intervention program enhanced the children's social, emotional, physical, cognitive growth, resulting a timelier enrollment; and for mothers. As a whole, the program, definitely contributed to the national progress of the country. It was possible that cooperation for the betterment of the economically challenged communities may be achieved. Results might be used in continuing the programs since they strengthen the development of the beneficiaries using needs assessment as basis for program implementation.

University of Baguio has been extending community extension work for so long and had been evaluating the kind of extension activities done in the respective partner communities. Evaluation of what had been done and the impact of the programs to the recipients is the usual yearly concern of the University.



CONCEPTUAL FRAMEWORK

Participatory Evaluation is an approach that involves the learners, participants, end-users, or the community of a certain program in an evaluation process. This is highly applicable to outreach and extension programs because needs and criteria for evaluation are determined by the end-users and the implementers (Scandiaconsult Natura, 1998). In the study, the school of criminal justice and public safety conducts numerous extension and outreach programs to Barangay Lucnab. Moreover, these programs conducted were based from the needs and assessment of Barangay Officials from their community; hence, evaluation shall come from the participants themselves.

Participatory Evaluation is done by the community people, project staff, and facilitators for the community. In contrary to the conventional evaluation, participants are the ones to identify and establish their own criteria of success. As for the methods, self-evaluation, post-activity evaluation, immediate feedback and sharing of results through local involvement in the evaluation process, and simple methods adapted to local culture. Moreover, these can be done in merging monitoring and evaluation such as frequent small scale evaluations. This is to empower local people to initiate, control, and take corrective action (Cooper, 2017).

In the study, the participants of the extension and outreach programs are the respondents. This is to give the respondents an opportunity to evaluate themselves as to what they consider as a success or whether they have benefitted from the programs. This will also give the respondents the chance to improve and control the programs to be implemented with considerations to their needs, culture, norms, standards, and anything that may benefit the community.

Community Development is a process where in community members come together to take collective action and generate solutions to common problems. It is broad term given to the practices of civic leaders, activists, involved citizens and professionals to improve various aspects of communities, typically aiming to build stronger and more resilient local communities (Community Development Practice, 2007).

Community Development has its values and principles. One of these is democratic. Democratic is where the will of the majority must be carried out. Another is inclusiveness, community members have the right to be heard and participate in processes that affect their lives. Non-authoritarian is also a principle in community development where organizational structures are as flat as possible, with all the participants being seen as equally important and having equal input. Community self-determination is also one of the principles in community development. Members come together to discuss their concerns, assess options, and arrive at their own conclusions. Lastly, community ownership should be emphasized where communities thrive when they develop their own assets, but also when they “own” their problems and issues (Farrington, 2013).



In the study, democracy, inclusiveness, and non-authoritarian are being used to give equal chance among the community members express their thoughts, perception, idea, and suggestions regarding the improvement of the extension and outreach programs. Community ownership can also be correlated to the study where the idea and suggestions of the respondents and the participants are taken all into account that will be subjected for further analysis and be presented to the community itself. Results of the study will show the different suggestions and perceptions of the community members as to what they perceive will benefit them.

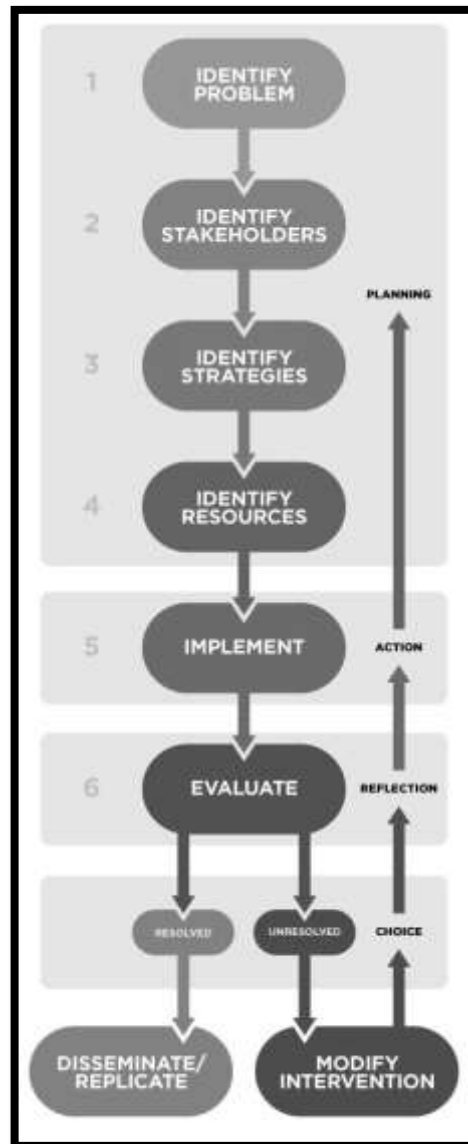


Figure 1. Community Development Process

The process of community development starts with identifying the problem. In the study, problems and training needs were determine upon the initial communication to the Barangay officials and key persons. The stakeholders were then identified to enable the school



collaborate and coordinate for the formulation of plans and presentation of proposed extension and outreach programs. After all assessment, strategies were identified based on the anticipated community participants, training needs, objectives of the program, and existing available resources. Brookhart (2009) stated that assessment and gathering information about a certain subject is the most crucial part where a wrong or incomplete assessment can create conflicts to the plans to be created. Understudying subjects in the first place will not enable the implementers achieve their objectives. In the planning phase, identifying strategies and identifying resources were taken into consideration by the school where the training venue was identified, resource speakers were invited, finances were allocated, community members were called, and other needed resources were provided. After all preparations, the plan was implemented. After a continuous cycle of the implementation process, an evaluation was formulated to address the issues and concerns aroused from the participants and the management team. Further, the study was conducted to evaluate the outreach programs conducted by the school.

The concept of **empowerment** is also an essential aspect of community development. Empowerment is the development of individuals' potential to gain control over their lives (Rappaport, 1981). This concept of self-determination allows an individual or groups of people to exercise their choices and propel decisions towards a desired set of actions or outcomes (Alsop & Heinsohn, 2005). Within a community development viewpoint, residents are regarded as empowered, when they are mobilized and given opportunities to participate and decide on the nature of the public activities that they will be involved in for their personal good (Farrington, 2013).

Empowerment involves three components which should be satisfied to achieve true empowerment. These are attitudes, capability, conditions and opportunities. In the study, the attitudes refers to the interest of the community and its members to participate in achieving the goals and objectives. Capability refers to the sense of independence where the capacity and ability to accomplish tasks on their own totally dependent among themselves. Conditions and opportunities refer to the challenges and inevitable part of doing things (Christens, 2019).

In the study, these extension and outreach programs are designed to recognize the community's own ability. It influences the community to take actions and influence the outcome. As part of the attitude of the community, recognizing self as human rights' holder should be firm where they can defend their rights. The change of attitude will also enable the community to join forces with the others to achieve a common goal. Moreover, a change in attitude to make the community face their challenges and develop self-esteem.

On the other hand, capability and capacity will enable the community to join others towards the achievement of a common goal. In the study, one of the purposes of the extension and outreach programs is to equip the community with the knowledge and skills they need to be independent. The ability to do things with or without the assistance of the others, and the ability to act and think for yourself and the team, and the ability to quickly learn from others and from experiences, these are the main objectives of the program towards the community. The study is conducted to evaluate and check whether the community is capable.

The third component of empowerment is the ability and capability to do things under conditions and opportunities. These conditions and opportunities are the things that favours the context of "I can do this". The idea of someone joining a team, having a supportive friends,



supportive barangay officials, supportive parents, and supportive community enables someone to perform, act, and lead. The extension and outreach programs were conducted to support others in doing things on their own. The school have provided and opened their resources to the community for them to feel that they belong to an organization and that they are not alone to face the challenges and do things independently.

The **Network Approach for Social Capital** can also be used to anchor the study. Network Theory for Social Capital is trusting relationships that allow you to support one another. Further, this promotes quality of life. It is what you build up when you are part of a trusting community. Trust allows you to find and work people in various community. Trusting relationships add opportunities and possibilities in our lives. Building social capital, trusting relationships and opportunities to help others in our community improves the quality of life for all of us. Jobs, recreation, spiritual life, transportation, and other essential things in life are enhanced when we are part of the community that supports one another and helps solve problems together (“Classical” Actor-Network Theory, 2017).

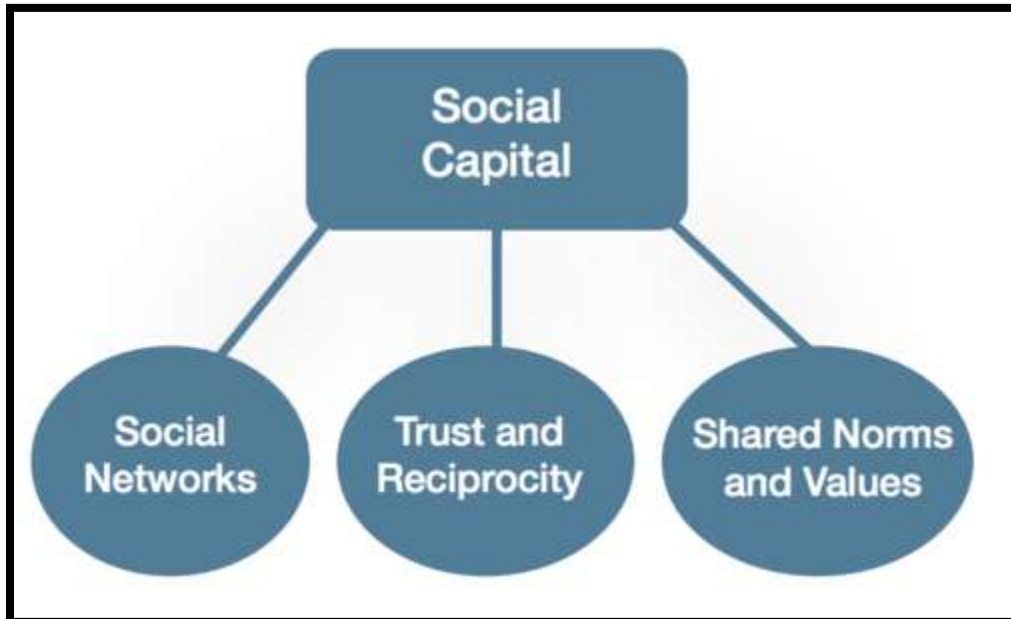


Figure 2. Network Approach for Social Capital

In the study, the University of Baguio – School of Criminal Justice and Public Safety conducts extension and outreach programs to Barangay Lucnab that focuses on safety and security. This outreach program is conducted to establish social relationship between the school and the barangay where seminars, trainings, and other knowledge-sharing activities are provided to the barangay. For almost years, the barangay continued to be the partner barangay of the school; hence, rapport and confidence were established to support each other’s endeavors. To continue the partnership built between two parties, an evaluation study is conducted to identify areas for improvement and revise the program for a better community, stronger relationship, and achievement of goals and objectives.



Figure 3. Impact Assessment Framework

Impact Assessment Framework aims to determine any effects arising from an intervention. This may include short-term outcomes as well as broader and longer-term effects. These can be positive or negative, planned or unforeseen. This impact assessment can be done through monitoring, evaluation, or research. When we try to assess impacts, we aim for objectivity (Lawrence, 2013). In the study, we would like to know what the extension and outreach programs did achieve to the communities. Impact assessment is done to create evidence regarding compelling cases and determine the organizations contribution towards the achievement of the objectives.

Impact assessment has standards that includes planning and coordination, theory of change, indicators to identify measures of success, data collection, data management, learning and improving, and reporting and accountability (Smith & Dixon, 1985).

Planning and coordination were done when the school started to provide extension and outreach programs to the adopted barangay. The theory of change describes the theory and assumptions how the programs delivered work. Indicators were also set to determine whether the community was able to meet the set standards of the program. Data collection was set in this study where the kinds of data to be collected were reflected on the questionnaires. Data management refers to the process on how the data will be managed and stored. In the study, the data were subjected for statistical analysis and identification of suggestions and recommendations. Learning and improving explores the results and findings of the study. Any findings were processed and shall be subjected for analysis to determine the needed interventions for the improvement of the program. Reporting and accountability will be done once the study is finished. Results and findings will be disseminated to the community where a revision or replanning will take place for a better provision and delivery of outreach programs.



Paradigm of the Study

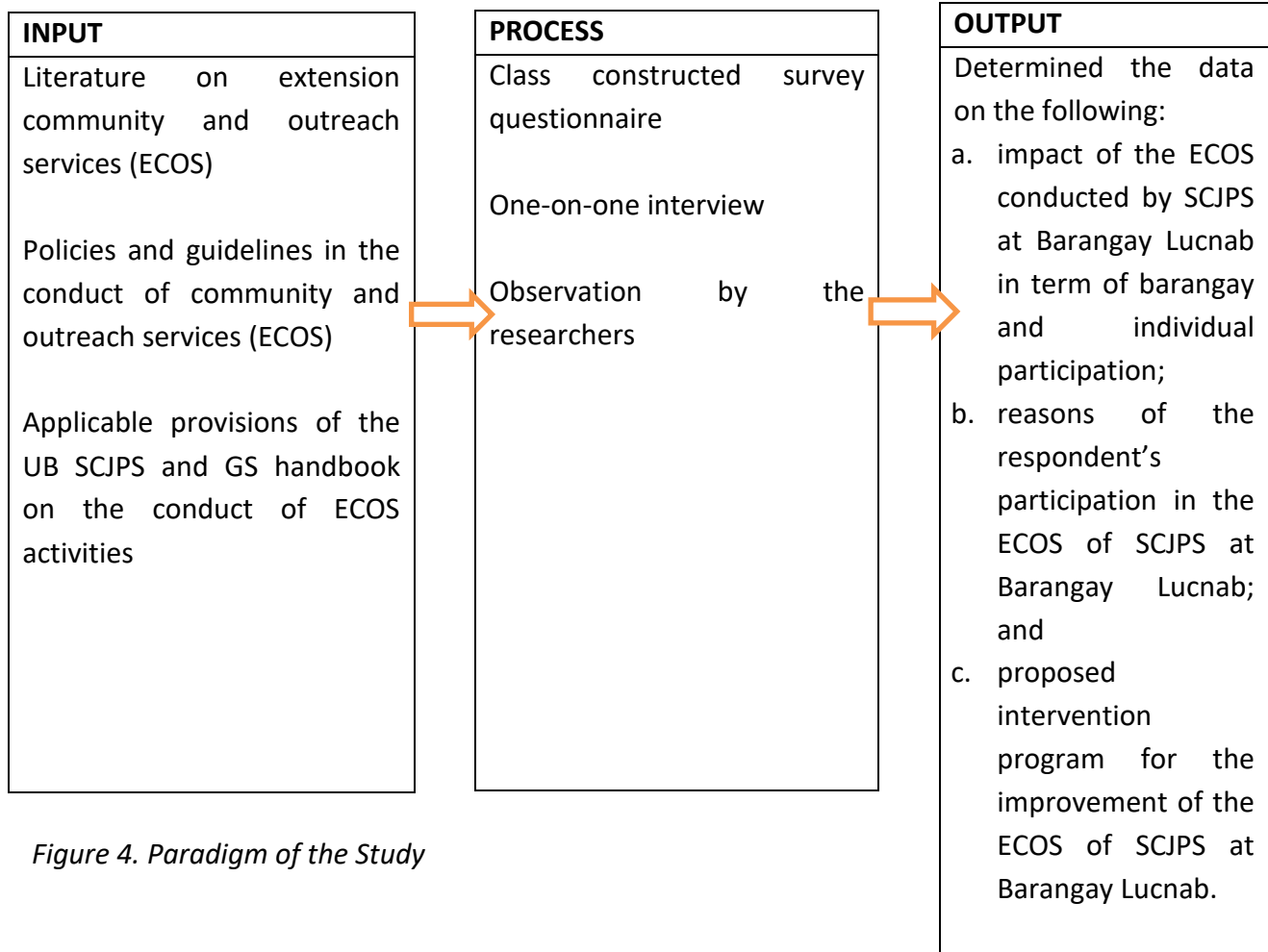


Figure 4. Paradigm of the Study

SIGNIFICANCE OF THE STUDY

This study serves as an anchor or supporting document that provides information to further studies. Also, this serves as a basis in the formulation of a plan, program, or model to help the community and the school. Specifically, this study will be beneficial to the following:

The University of Baguio-School of Criminal Justice and Public Safety will utilize the results of the study for discussion, information dissemination, and increasing the awareness on this matter.

Researchers and future researchers will be knowledgeable on the results and will use this as a basis of similar endeavor.

Constituents of Barangay Lucnab will be aware on the impact and proposed improvements of the extension and community outreach programs in their barangay.

OBJECTIVES OF THE STUDY

This study aimed to assess the impact of the ECOS by the SCJPS at Barangay Lucnab,



Baguio City. Specifically, it sought answers to the following:

1. What is the impact of the Extension and Community Outreach Services (ECOS) conducted by SCJPS at Barangay Lucnab in terms of:
 - a. barangay participation
 - b. individual Participation
2. What are the reasons of the respondent's participation in the Extension and Community Outreach Services (ECOS) of SCJPS at Barangay Lucnab, Baguio City?
3. What is the proposed intervention program for the improvement of the Extension and Community Outreach Services (ECOS) of SCJPS at Barangay Lucnab, Baguio City?

METHODOLOGY

This section presents the research method, population and locale of the study, data gathering tool, data gathering procedure, treatment of the data, and ethical considerations of the study.

Research Design

This study made use of descriptive survey of research. This is the most appropriate since according to Sevilla (2014), this method presents and provides systematic and factual information that was used to assess and evaluate conditions and variables being investigated. The further confirmed that it concerns the process that is ongoing and conditions and the differences that exist, and the effects that are relevants. To complement this method, informal interview were conducted to further validate the responses of the respondents. This was done through the formulation and distribution of questionnaire-checklists which is used in gathering the necessary facts or pertinent data which was evaluated using the statistical tool. The study focused on the Impact of the ECOS by the SCJPS at Barangay Lucnab, Baguio City.

Population and Locale of the Study

The respondents of the study included sixty three (63) residents and three (3) barangay officials with a total number of respondents is sixty five (65). The twenty nine (27) residents and two (2) barangay officials were actually presents during the ECOS Program using purposive random sampling. And the thirty five (35) residents and one (1) barangay official were personally distributed house to house at the same time conducted interview in relation to the questionnaire checklists.

Data Gathering Tool

The following tools were utilized in the study is questionnaire-checklists as the primary tool in gathering the needed data. The indicators of the questionnaire were lifted in the objectives and goals of the ECOS of the SCJPS. Interview Guide was also utilized to gather



additional information from the residents and barangay officials.

In order to validate the findings of the study, either the barangay officials particularly the Punong Barangay and selected residents were interviewed for validation purposes. The content validity of the questionnaire was sent to UB RDC which their recommendation was improved.

Data Gathering Procedure

The researchers prepared a letter to the Dean of the Graduate School of Criminal Justice and Public Safety of the University of Baguio to seek permission to proceed with the study. Upon approval of the Dean, another letter were made for the Punong Barangay of Lucnab, Baguio City. After the approval the researchers conceptualized the capsule and questionnaire checklists that was emailed to RDC for the validation and approval of the study. The recommendations of the RDC were address. And upon approval from the RDC, the researchers distributed the questionnaire checklists during the Outreach Program which is use as sampling which was immdiately collected after the ECOS Program.

In line with the questionnaire checklists, after three days the researchers went back to Barangay Lucnab for the house to house gathering of date at the same time conducting informal interview as the additional information of the study. Upon retrieving all the questionnaires the researchers consolidated, tallied, emailed to the statisticians and analyzed with confidentiality.

Treatment of Data

To determine the impact of the ECOS conducted by SCJPS to Barangay Lucnab in terms of barangay participation and individual participation, descriptive statistics was used. Specifically, data were treated using weighted mean where each classification of the respondent's answer were given a specific weight. After the computing the weighted mean of the responses per indicator, an average mean was done to get the area mean. Same statistical analyses were done for the objectives number 2 and 3. The respondents' answers were based from the 4-point Likert scale to quantify nominal answers. The verbal interpretation was based on a scale ranging from 4 to 1 where 4 means strongly agree (services have significant effect). 3 means agree (service have moderate effect). 2 means disagree (services have slight effect), and 1 means strongly disagree (services have no significant effect).

Likert Scale

Arbitrary Value	Range	Decription	Interpretation
4	3.26 - 4.0	Strongly Agree	Services have significant effect
3	2.51 - 3.25	Agree	Services have moderate effect
2	1.76 - 2.50	Disagree	Services have slight effect
1	1.01 - 1.75	Strongly Disagree	Services have no significant effect



Ethical Consideration

This study was conceptualized, planned, gathered and treated the data in consonance with the ethical standards and considerations of research. The identities of the participants of the study were kept confidential their consent was asked if they were willing to participate and that their names may be written in the manuscript; some of them consented by signing the informed consent form. This was documented by writing their names and signature on the interview sheet. The same is true with those who refused not to be named. Their decision was also respected as the paper progressed. The informed consent form was used to formally get the consent of the participants. The administration of the questionnaires also followed the protocol of research, all was properly coordinated. The respondents were given enough time to answer the questionnaires.

RESULTS AND DISCUSSION

Impact of the ECOS Conducted by SCJPS at Barangay Lucnab

A. Barangay Participation

Table 1 shows the impact of the ECOS conducted by SCJPS at barangay Lucnab in Baguio City in terms of barangay participation.

Table 1

Impact of the ECOS Conducted by SCJPS at Barangay Lucnab in terms of Barangay Participation (N=65)

Indicators	Mean	Std. Deviation	Descriptive Interpretation
1. It greatly helped the community.	2.9697	.87653	Agree
2. It enhanced the knowledge and skills of the residents.	2.9848	.85020	Agree
3. It motivated the residents to clean their surroundings.	2.8636	.82063	Agree
4. It motivated the residents to establish livelihood projects in the community.	2.7727	.71888	Agree
5. It motivated the residents to adapt and apply new technologies and innovation in farming.	2.7727	.71888	Agree
6. It helped in promoting health and wellness among residents.	2.7879	.71285	Agree
7. It helped in promoting peace and order, and good governance in the barangay.	2.8788	.73412	Agree



8. It helped in promoting conservation and preservation of the natural resources.	2.7879	.75478	Agree
9. It helped the residents become aware of their rights, responsibilities and duties as citizens or members of the community.	2.9545	.77324	Agree
10. It helped augment the income of the families.	2.7273	.79509	Agree
11. It prevented the youth and the mothers not to indulge with vices (ex. drugs, gambling, etc.)	2.8485	.68483	Agree
Area Mean	2.8476	.67676	Agree

Legend: 1.00-1.75 – Strongly Disagree; 1.76-2.50 – Disagree; 2.51-3.25 – Agree; 3.26-4.00 – Strongly Agree

From the results, data documented that the ECOS by the SCJPS) to Barangay Lucnab have a good effect to the respondents with area mean of 2.8476 which showed that the respondents agree on the extension and outreach program conducted that have a great impact to them. This means that the program implemented helped improve the lives of the beneficiaries. Codamon-Dugyon (2016) revealed that that IFSU’s extension programs have contributed to the communities especially in enhancing the knowledge and skills of the residents, as well as, in promoting health and wellness among the residents, and in preventing the youth and the mothers not to be indulged in vices.

The researchers also observed that the barangay benefited the ECOS by the SCJPS. First, it enhanced the knowledge and skills of the residents in the barangay with a mean of 2.9848 (Agree), second, it greatly helped the community with a mean of 2.9697 (Agree), and third, it also helped the residents become aware of their rights, responsibilities, and duties as citizens or members of the community with a mean of 2.9545 (Agree), respectively. The residents of the barangay greatly benefited the extension offered because it enhanced their knowledge and skills, it helped the community and they gained awareness on their respective rights, responsibilities, and duties as a citizen or as a member of the community. The above-mentioned impact is believed to have been attributed to the various relevant community outreach and extension-related activities conducted by UB.

The primary impact of the ECOS by the SCJPS to the barangay was the knowledge and skills gained by the residents. It enhanced their knowledge and those lifelong learnings gained will help them boost their confidence that they know something. Knowledge is very important that every individual must possess. Nowadays, people must be updated and knowledgeable in terms of security and safety, family and child protection measures, how to deal with juvenile



delinquents and others. It is also important to gain new skills in order to know alternatives and what should be done in case of emergencies, calamities, and risks to save families and loved ones. Gaining skills kept the residents available in case of disaster especially today that the weather is unpredictable. To the barangay officials and residents who attended several extension-related activities, it helped them become more responsive and effective in giving assistance to their neighbors, sharing resources, and help each other developed personal growth. Codamon-Dugyon (2016) respondents believed that they have gained and learned many skills through extension programs and projects. Felicen, Mendoza, & Buted (2014), revealed that the program has a great impact on the beneficiaries in terms of skills, values, financial and economic status, therefore, makes the livelihood program effective and sustainable. Peprah, Kiyaga, Afful, Abalo, & Agyemang Duah (2017) revealed that the empowerment of beneficiaries with productive capacities through the incorporation of skills and capability development into the program should be done.

Secondly, the ECOS by the SCJPS greatly helped the community. It is the main purpose of the University of Baguio through the extension and outreach program to assist the need of the clientele in the barangay because in the first place they were asked and surveyed what were their needs relative to public safety and security as well as to crime prevention. The respondents of this study claimed that the program greatly helped the community. The program assists the barangay in many aspects especially on safety and security measures and crime prevention which are important for them to live peacefully and safely. Rocha & Soares (2010) said that municipalities in the poorest regions of the country benefit particularly from the program and for these regions, implementation of the program is also robustly associated with increased labor supply of adults, reduced fertility, and increased school enrollment. Rubio, Pentinio, Ascan, Mendoza, Vito, & Encio (2016), stated that conducting community service is about the relationship on building communities and it is designed for personal and social development.

The third impact of the ECOS by the SCJPS was the awareness gained on their respective rights, responsibilities, and duties as a citizen or as a member of the community. Through the program conducted, the respondents gained more awareness and learned the respective rights that will help them protect themselves against abuses and violence. Knowing the rights of a person is one of the most important things to learn because that will save the public from ignorance, poverty, and vulnerability. The barangay officials and other representatives gained knowledge on their basic duties and responsibilities and became more aware of their functions and role to better serve the residents. The program conducted by the University of Baguio has a positive impact on the barangay and brought awareness to the officials and other attendees. However, Rubio, Pentinio, Ascan, Mendoza, Vito, & Encio (2016), stated that the entire academic community is not only provided opportunities to be aware of, and understand the needs and problems that are relevant on both local and national levels, but



also opportunities to involve itself in activities designed to develop the community and the less privileged.

Moreover, the study revealed that the services conducted have motivated less to the residents to establish livelihood projects in the community with a mean of 2.7727 (Agree) and have less motivation on the residents to adapt and apply new technologies and innovation in farming with the same mean of 2.7727 (Agree) and the negative impact was it did not help augment the income of the families with a mean of 2.7273 (Agree). The researchers observed that the respondents need more help on the livelihood program to earn additional income for their families. Such a livelihood program will help the families provide their basic needs and will have money to spend so as to improve the quality of life. If there is a livelihood program properly implemented, this will help alleviate poverty and will strengthen the family from the financial crisis. (Llenares&Deocaris, 2013) described that the additional income from the livelihood projects, several respondents reported having purchased new appliances, primarily, television sets, and were able to donate more money to the community church. There was one attendee who disclosed having helped a neighbor pay for his/her medical expenses.

On the other hand, the study revealed that the services have lesser impact on livelihood projects within the community and less adaptation and application of new technologies and innovation in farming. The researchers observed that the clientele showed the desire to obtain livelihood projects and training on innovation in farming aside from the programs that have been conducted. The livelihood projects most likely were not conducted in the area but this study showed that the respondents wish to have such next projects. Livelihood program will help the beneficiaries in their financial aspects especially to the single parents to help support the basic needs, to the housewives to assist daily expenses at home, and to the other clientele who are underemployed, to be able to have extra income for the family. Therefore, if there is a livelihood extension program, it will be beneficial to the residents in the community. Hart (2011) implicitly showed that the agricultural based project has provided livelihood for poor farmers in the rural village of South Africa. Besides, a study by Suwankitti and Pongquan (2010) also found that the operation of an agro-based community economy development activity in Bhuttavimut supported the adoption of sufficient livelihood approach for local people. Therefore, agricultural activity is a suitable platform to operate the community economy among rural villagers. According to the Ministry of Gender, Children and Social Protection (2016) livelihood empowerment to the extremely poor will leap out from extreme poverty and ultimately empowers them to ensure their livelihood sustainability in order to contribute to the socio-economic development of the country. Peprah, Kiyaga, Afful, Abalo, &AgyemangDuah (2017), suggested that a number of program intervention on sustainable livelihood and poverty reduction must be implemented. However, people's ability to move out of poverty depends largely on access to livelihood assets, because livelihoods are affected by both diversity and amount of productive assets an individual possesses and these assets are the



sine qua non for livelihood sustainability and extreme poverty and vulnerability reduction (Adjei, 2015 & Barrientos, 2013).

The responses of the participants showed that the ECOS by the SCJPS did not augment the income of the families. This means that there are no such livelihood projects conducted. The researchers observed that there must be some livelihood projects to help the families as mentioned. The previous program conducted was on social and personal development and preventive measures against crime. The participants have strong desire to have livelihood projects for them to earn income. The university will revisit the extension program to identify the needs of the clientele for the next program to be conducted. The result of this study will help not only to the participants but also to the school in identifying best suited program to the beneficiaries. Felicen, Mendoza, & Buted (2014), mentioned that Livelihood Program is an income generating activity which helps the underprivileged member of the community to develop and train their skills in the project that would help them earn some income for their daily needs. In addition, Felicen, Mendoza, & Buted (2014) also mentioned that upon joining the livelihood program, there's an increase in the income of beneficiaries and all the beneficiaries learned the food processing and preservation, baking and pastry production, retailing, packaging and personal selling.

B. Individual Participation

Table 2 summarizes the findings on the impact of the ECOS conducted by SCJPS at Barangay Lucnab in terms of Individual Participation.

Table 2

Impact of the ECOS Conducted by SCJPS at Barangay Lucnab in terms of Individual Participation (N=65)

Indicator	Mean	Std. Deviation	Descriptive Interpretation
1. It helped boost my confidence.	2.5152	.88130	Agree
2. It enabled me to find job	2.3333	.93370	Disagree
3. I gained knowledge and skills.	2.6061	.94264	Agree
4. It enabled me to increase my income.	2.1667	1.00128	Disagree
5. It helped augment the income of the family.	2.2121	.93669	Disagree
6. We are no longer scolded by our parents.	2.3333	.98189	Disagree
7. It prevented the youth and the mothers not to indulged with vices (drugs, gambling, etc.)	2.6212	.98863	Agree
Area Mean	2.3978	.84068	Disagree



Legend: 1.00-1.75 – Strongly Disagree; 1.76-2.50 – Disagree; 2.51-3.25 – Agree; 3.26-4.00 – Strongly Agree

The result indicated that the ECOS by the SCJPS have a less impact on the participants with area mean of 2.3978 (Disagree). The data showed that the participants were little impacted by the program. This means that there is a need to conduct a training needs assessment to the target clientele for better identifications of what program best suited to each group of the beneficiaries. The training needs assessment will be the guide on what trainings, extension, and outreach programs to be conducted in the future for specific beneficiaries depending on their need. Tapscott (2010) mentioned that it is significant to look into the characteristics of the program that is implemented and the beneficiaries of such program as well because the program is design or built to have its effects on how the participants will construct his experiences as well as the program's differences with other programs directed towards a similar goal of helping the community. It was stated on ComEx Report (2012) that the community extension program, the entire academic community is not only provided opportunities to be aware of, and understand the needs and problems that are prevalent on both local and national levels, but also opportunities to involve itself in activities designed to develop the community and the less privileged.

The participants of the ECOS by the SCJPS somehow benefited the program because the study revealed that it prevented the youth and the mothers not to indulged with vices (drugs, gambling, etc.) with a mean of 2.6212 (Agree), they gained knowledge and skills with a mean of 2.6061 (Agree), and it helped boost their confidence with a mean of 2.5152 (Agree).

The ECOS by the SCJPS greatly helped especially the youth and the mothers from engaging vices like drugs and gambling. The researchers observed that the program extended help control vices and make the participant became drug-free and prevent them from gambling which is good for them to be safe. Engaging in vices like drugs is a critical issue today and youth must be free from drugs because of its negative effects. The mothers must focus on nurturing and developing their children not indulging gambling as well as drugs. The participants, therefore, agree that there is a positive impact on the program conducted as to their safety and security. Forsström, D., Spångberg, J., Petterson, A., Brolund, A. & Odeberg, J. (2020) revealed that preventive interventions to reduce harm from gambling include interventions for the reduction of demand and to limit negative consequences and stated that there were only two measures (long term educational programs and personalized feed-back) had an impact on gambling behavior. Gambling activities can be classified as nonproblematic, at-risk, or problematic with progressively increasing harm. Problem gambling is regarded as a public health issue (Abbott, Binde, Clark, Hodgins, Johnson, Manitowabi, Quilty, Spångberg, Volberg, Walker, 2018).

The ECOS conducted by the SCJPS enhanced the knowledge and skills of the participants. This means that the program was beneficial to them by learning new things and it enhanced



their skills respectively. The main purpose of the extension program of UB is to help the individual residents to become responsible and productive citizen. This program on safety and security, as well as crime prevention, gave the participants new ideas and techniques on how to respond in case of emergencies and risks. It will strengthen their skills particularly on crime prevention strategies for them to be safe and avoid being a victim of crime. Omar, Ishak, Moen, & Arshad (2013) stated that the program contributes to social benefits such as provide fresh vegetables, promote closeness among family members, increase self-satisfaction and happiness, increase closeness among community members, healthier-feeling and increase agricultural skills and knowledge.

The participants greatly impacted on the ECOS conducted by SCJPS because it boosted their confidence. Being confident means the person is possessing knowledge for something. Not all person is confident, others do not dare to do something. This program developed the participants' personal growth and development. Montalbo (2016) stated that food production program implementation certainly contributed to environmental transformation, food, and nutrition security and additional income in the family; leadership seminars strengthen the potential, knowledge, and self-confidence of the beneficiaries; and child development intervention program enhanced the children's social, emotional, physical, cognitive growth, resulting in a timelier enrolment; and for mothers.

The data presented that the program conducted has less impact on the participants because it does not help augment the income with a mean of 2.2121 (Disagree) and it did not increase their income to the family with a mean of 2.1667 (Disagree).

The participants were able to identify that the services conducted do not increase their income because the program was not a livelihood project. The beneficiaries can earn income if the program conducted was on livelihood training. There is a need to conduct a training needs assessment for the target beneficiaries to identify what livelihood they wanted to base on the capability and resources of the university. Previous researches conducted on the impact assessment revealed the positive gained from livelihood programs conducted. Omar, Ishak, Moen, & Arshad (2013) indicated that most participants have gained positive economic and social outcomes from the program and it provides economic benefits such as reduction of household food expenditures, productive usage of household idle resources, an increase of household income and saving. Lapple & Hennessy (2015) revealed that the farmers who joined before the incentive significantly improved their farm performance, as measured in gross margins and yields, while farmers who joined after the incentive did not significantly benefit from the extension program.

Moreover, the participants claimed that the program conducted did not help them augment the income of the family. This means that the participants have a strong determination to attend training and seminars on livelihood projects. The researchers observed that they wanted sustainable projects that is the profit generated to help augment income.



That is why this study on impact assessment will greatly help the university for the coming years what program to be implemented. Bornstein, (2010) emphasized that impact assessment provides a framework for addressing community development. It is designed to assist local planners and decision-makers in understanding, ahead of time, what types of impacts a particular development may have on a community. It allows time for avoidance or mitigation of any adverse effects of a proposed development.

Reasons of the Respondent’s Participation in the ECOS of SCJPS at Barangay Lucnab, Baguio City

This part of the paper answers the research problem no. 2. Table 3 contains the reasons of the respondent’s participation in the ECOS of SCJPS at Barangay Lucnab, Baguio City

Table 3.

Reasons of the Respondent’s Participation in the ECOS of SCJPS at Barangay Lucnab, Baguio City (N=65)

Reasons of respondent’s participation in the extension and outreach program/s of UB	Mean	Std. Deviation	Descriptive Interpretation
1. I wanted to learn and to gain many skills.	2.6667	.88289	Agree
2. I find it beneficial.	2.6212	.89038	Agree
3. I was recommended then eventually I loved joining it.	2.5909	.92781	Agree
4. I am interested to join the programs.	2.6212	.94079	Agree
5. I was ashamed that the extension implementers will be the one to clean our surroundings.	2.5606	.87931	Agree
6. I am required by the Barangay officials.	2.5303	.76901	Agree
Area Mean	2.5923	.80279	Agree

Legend: 1.00-1.75 – Strongly Disagree; 1.76-2.50 – Disagree; 2.51-3.25 – Agree; 3.26-4.00 – Strongly Agree

Table 3 revealed that respondents agree on the reasons to participate in the ECOS of SCJPS. It yielded an area mean of 2.5923 which means that the respondents were moderately influenced by the reasons identified to participate in the extension and outreach programs. Educational outreach events are already brought to the area where participants can get new and exciting idea from the experts to keep pace with constantly changing world and for complex concepts to be simplified. Given these provision, there are higher possibilities that target participants will be attending an organized seminar or outreach program (Jospe, 1971).



Results also revealed that respondents' main reasons to participate in the extension and outreach programs of UB were to learn and gain many skills, programs are beneficial, have interest to join the program that yielded with a mean of 2.6667 (Agree), 2.6212 (Agree), and 2.6212 (Agree), respectively.

Respondents' top reason why they participate in extension and outreach programs is to learn and gain many skills. This reason yielded a score mean of 2.6667 which means that respondents are moderately influenced to participate in the extension programs. The most common type of an outreach is educational outreach where it can be compared to information dissemination. Before an outreach is conducted, coordination and publicizing the incoming program is usually done. Considering this type of an outreach from a university, the main activity of the program would be knowledge sharing; hence, participants who are interested to learn will be attending. Leslie (1994) said that learning is an inevitable process among human beings where they tend to seek answers to their questions, eliminate ignorance, understand a process or phenomenon better, seek advices from experts, and to explore other options. Gaining knowledge and eliminating ignorance make a person assured and worry less regarding a certain issue (Michelle, 2014). Stanton & Giles (2018) stated that skills give better understanding of what is actually taught and it creates more excitement among the participants because everyone participates in the activity. Aside from expressing their own understanding regarding a certain topic, questions are also being answered and clarified during outreach; hence, the participants attending the program (Jospe, 1971).

The table also showed that a beneficial extension and outreach programs invites participants to attend. With a score of 2.6212, respondents are influenced moderately by this to participate in the programs. It can be perceived that the programs are beneficial to the respondent himself, to his family, and to the future. Attending seminars, programs, and other conferences creates a better version of one's self because it raises your awareness and confidence; and, it also helps you to learn and unlearn things for self-improvement (Allers, 2013). It is also beneficial to the family since a person attending a seminar can share what he/she learned to the other family members and eventually, apply and practice it (Ford, 2005). According to Loosli (2015), not only that it benefits self and family but also for the future where knowledge gained is beneficial in formulating plans and preparing for the future.

The third reason why respondents attend extension and outreach programs is because of their interest to join. This yielded a score of 2.6212 which means that their interest moderately influenced them to participate. Topics, hosts, resource speakers, or proposed activities are the common attracters for the people to attend gatherings (Carson & Johnson, 2004). Topics or issues that are to be discussed mainly attracts the attention of the people especially if it is a concern of a community. For instance, a topic on disaster preparedness in a hazard risk community will more likely attract audience that a topic on techniques how to write poems (Barbato, 2005). Hosts and resource speakers are also factors for the public to attend a



certain program. The reputation and credibility of a certain organization or person highly influences the community to attend a certain event (Press, 2001). Further, the types of activities proposed for a program can be a factor in inviting participants to attend. The feeling of excitement and involvement in such activities uplifts one's self-esteem and confidence (Head, 2019).

On the other hand, the study revealed that among the reasons of the respondents to participate, being required by the Barangay Officials and being ashamed that the extension implementers will be the one to clean the surroundings yielded the lowest mean score of 2.5303 (Agree) and 2.5606 (Agree), respectively.

Some of the extension and outreach programs were made by the barangay council a requirement within the community. This was to ensure that the target audience and concerned community members will be attending the program. Some of the required participants were the barangay volunteers and the barangay tanods for them to be educated on the topics being discussed. Sidel (2000) explained that attending an assembly should not be influenced by an external factor where coercion and negative reinforcements are provided. He further explained that for a program to be successful, participants must be willing to attend out from their own volition and not forced by other people.

Similarly, respondents are ashamed that the extension implementers will be the one to clean the surroundings yielded as one of the lowest reasons why respondents attend extension and outreach programs. This may be explained by the facts that implementers of the extension and outreach program were not asked specifically by the community; hence, they are not obligated to attend. Ziguras (2013) explained that a person who expressed his/her needs will be obliged to act in meeting these needs. In the case of the study, the extension and outreach programs will be attended by the community if it was requested from the hosting party. On the contrary, Kohnen&Kohnen (1986) explained that cordilleran cultures greatly contribute to the behaviors of the people where "*bain*" (feeling of ashamed) greatly affects the way of life and interaction.

Proposed Intervention Program for the Improvement of the ECOS of SCJPS

This section of the paper answers the third research problem on the proposed intervention program for the improvement of the ECOS of UB-SCJPS. Table 4 shows the summary of the findings.



Table 4.

Proposed Intervention Program for the Improvement of the ECOS of UB-SCIPS (N=65)

Indicators	Mean	Std. Deviation	Descriptive Interpretation
1. Trainings must be continuous for us not to forget the skills we learned.	2.9697	.78387	Agree
2. There must be advanced or higher level of trainings.	3.0303	.80326	Agree
3. Many cannot avail the program due to conflict of schedule.	3.1515	.88130	Agree
4. There should be screening of the participants (to ensure their interest)	2.9848	.81321	Agree
Area Mean	3.0346	.74016	Agree

Legend:1.00-1.75 – Strongly Disagree; 1.76-2.50 – Disagree; 2.51-3.25 – Agree; 3.26-4.00 – Strongly Agree

Table 4 revealed the reasons why the ECOS be improved and among the reasons identified, respondents agree to be improved. With an area mean of 3.0346, respondents believe that these reasons has a moderate effect on the programs. For the program to be successful, the attendance of target participants is very crucial. This requires a consistent coordination and meeting in terms to achieve the program goals (Peterson, 2005).

Results showed that among the reasons for improvement, respondents cannot attend the program due to conflict of schedule yielded the highest with a mean of 3.1515 (Agree) followed by the need for advanced or higher level of trainings with a mean of 3.0303 (Agree).

Respondents cannot avail the program due to conflict of schedule. Conflict of schedule occurs if the program is disseminated late to the target audience, or target audience had prior commitments, or other more important things to do than attending the program. Late dissemination of a program to the target audience usually leaves the program with few attendees where they already have made prior travels, appointments, commitments, and engagements (Walsh, 2008). Moreover, Babula (2013) elaborated that a person will be neglecting an activity in order to achieve what is more important if two inevitable occurrences happen.

The table reflected that the second highest reason for the improvement of the program is the availability of advance or higher level of training that yielded as score of 3.0303 (Agree). This means that advance and higher level of trainings can have a moderate improvement on the



program. Advances in training increases the collective knowledge of an individual, promotes satisfaction, boost confidence, and makes retention of what was learned better (Truitt, 2010). On the side of the program developer, the New York City Office of Business Development (1991) argued that in order to conduct higher levels of trainings, to maximize resources and save time and effort, a degree of evaluation must be checked such as return of investments, evidences of involvement and improvement, and proofs of mastery.

Results also revealed that the screening for the selection of appropriate participants and the need for continuous trainings yielded the lowest among the reasons to improve the program. It yielded a score of 2.9848 (Agree) and 2.9697 (Agree), respectively. Given that these are the two lowest mean, the classification still falls under the same category as the highest. This means that these factors can moderately improve the program. Considering that the target audience is the community, the topics selected were intended for the community where the only qualification is that you are a resident. Screening of participants to ensure their interest is a pre-training preparation that if a training is to be conducted, the participants qualifications are assessed to ensure that they can endure the training (Pardieu, 2004). Moreover, the barangay officials chose the needed topics to be discussed within their area based on the needs of their community; hence, program coordinators tend to meet these needs. According to Collier (2005), barangays and puroks are the smallest unit of local government units in the Philippines. They are the ones managing and implementing the law on the communities; hence, these officials receive a first-hand expression of needs from their constituents. Nonetheless, barangay officials are knowledgeable on what are the direct community needs.

Continuous training must also be developed to further improve the program. Friedman (2012) stated that continuous trainings are conducted to ensure retention of knowledge learned and to gain mastery of a certain topic. He added that duration, practice, and involvement are the main cause why retention is unfavorable and continuous training such as refresher courses are much needed. The duration and frequency of trainings being conducted greatly affects the retention of knowledge learned (Illeris, 2016). For instance, a college student can barely remember topics that were discussed on pre-school days. On the other hand, Merriam & Baumgartner (2020) stated that practice and involvement to something that is learned will have a higher chance of retention, and eventually it can turn out into a habit then a way of life.

CONCLUSIONS

The extension and outreach activities of the University of Baguio School of Justice and Public Safety is effective in the Barangay as a whole but is ineffective in the individual participants. The programs benefited the Barangay but with lesser impact on the individual participants thus, a need to improve the programs offered to the community.



RECOMMENDATIONS

Based on the findings and conclusions, the following are recommended:

1. The barangay officials must actively inform earlier the residents about the ECOS Program as an adopted barangay of schools for them to be present during the activity.
2. The barangay officials must reiterate the programs of the University of Baguio as motivations to the residents to be more active and participate during the trainings and lectures of experts invited by the SCJPS.
3. The respondents may be continuously motivated to participate in the programs by providing activities aimed to enhance their skills and utilization of learnings which may benefit them in the long run.
4. The need for improvements may be addressed by adhering to the needs assessment conducted prior to the conduct of activity to ensure that the programs were made in response to the needs of the community.
5. Similar research may be done in the future to ensure that the results of this study were utilized to improve the programs conducted by the outreach and extension activities of the University of Baguio.

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