

Effectiveness and Impact of Community Extension Program of One Philippine Higher Education Institution as Basis for Sustainability

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Abstract: Extension is one of the key thrusts of higher education that complements instruction and research. It is an instrument that shapes cultures and plays an important role in knowledge building. The study aimed to assess the effectiveness and impact of the Community Extension program of one university that will serve as basis in developing strategies to sustain the community extension program of the university. Results of the study revealed that the effective community extension program is livelihood and entrepreneurship. Other community extension program on environmental clean-up/tree planting/waste management, computer literacy, health services and crime and drug prevention were less effective. The respondents assessed that livelihood and entrepreneurship program has moderate impact on the lives of the beneficiaries. However, other programs on crime and drug prevention, environment clean-up/tree planting/waste management, education and leadership, computer literacy and health services have less impact on improving the lives of the respondents in the community. There is a significant relationship between effectiveness and impact of community extension program in terms of health services program, livelihood/entrepreneurship program, education and leadership, environmental clean-up/tree planting/waste management and crime and drug prevention. However, no significant relationship was determined between effectiveness and impact of community extension program in terms of computer literacy program. Proposed strategies were crafted to enhance the community extension program in the health services program, education and leadership, environmental clean-up/tree planting/waste management, crime and drug prevention and computer literacy.

Keywords: Effectiveness, Impact, Community Extension

INTRODUCTION

Extension is one of the key thrusts of higher education that complements instruction and research. Higher education institutions' community extension services support people with the material, physical, mental, and spiritual dimensions of their lives. It is an instrument that shapes cultures and plays an important role in knowledge building. One of the aims of a community extension program is to teach people how to improve their lives, and its effect can be evaluated in terms of behavioral improvements and community development.

Relationships between HEIs and society should be mutually beneficial. Academic research and technology transfer services should be able to help teachers and students improve their pedagogy and

curriculum. Extension services help students understand the value of citizenship in a way that traditional classroom instruction cannot. These commitments may also introduce new ideas and viewpoints to the intellectual process, as well as offer academics' work and climate a broader context [1]. At the same time, members of the public become more informed of related issues and are motivated to make decisions to improve their current situation.

The Commission on Higher Education (CHED) require colleges and universities in the Philippines to provide educational and civic services to the community. Under the CHED Memorandum Order 52, series of 2016, the Commission has recently begun efforts to re-direct extension programs.

The new extension policy asserts that HEIs are in a strategic position to work in collaboration with

communities, business, and industry to facilitate the transfer of information or technology in specific developmental areas as producers of knowledge or innovation hubs.

The university strives to maintain a positive relationship with its society and is deeply concerned about the needs of those who are less fortunate. The Sotero H. Laurel Restoration Village, located in Barangay Sico, Batangas City, is one of the adopted villages, where an institutional project in collaboration with the Couples for Christ Family Life Foundation aims to provide homes for the homeless.

For several years, the university has devoted its efforts to improving the lives of those who are less fortunate in their adopted societies. The aim of the community extension program is to assist the poor in overcoming their obstacles so that they can be motivated to live a productive and self-sufficient life. However, in order to be successful and continue to transform the lives of the recipients, the community extension program must be effective and sustainable. As a result, it's important to look at how successful these neighborhood extension programs are at achieving one of the university's objectives. This study will provide a clear picture of the university's extension program's effect and assess how the group extension program will help beneficiaries make substantial improvements in their lives. In addition, the study's findings will serve as the foundation for the university's neighborhood extension program's long-term viability.

OBJECTIVES OF THE STUDY

The study aimed to assess the effectiveness and impact of the Community Extension program of one university that will serve as basis in the sustainability of the program. It aimed to determine the level of effectiveness of Community Extension Program of one university in the Philippines in terms of: health and medical services program, livelihood and entrepreneurship program, education and training on values and leadership, computer literacy program, literacy on environmental cleaning and solid waste management and crime and drug prevention program; assessed the impact of the community extension program among beneficiaries in the adopted community; determined the significant relationship between the level of effectiveness and the impact of the community extension program and proposed strategies to sustain the community extension program of the university.

MATERIALS AND METHODS

The study utilized the descriptive-evaluative design to assess the effectiveness and impact of the community extension program. The respondents were the beneficiaries of the program and consisted of 48 respondents who represented 100 percent of the total household. The questionnaire was constructed by the researcher anchored on the literature of the study. This was validated by a group of Community Extension coordinators and professors followed by reliability test. The researchers personally administered the questionnaire to address some questions which the respondents can hardly understand. The survey questionnaires were personally administered to all the representatives per household in the SHL restoration village. Weighted mean and rank were utilized to analyze and interpret the effectiveness and impact of the community extension program. Pearson r was used to test the significant relationship between effectiveness and impact of the community extension program. The findings of the analysis were kept confidential by the researchers. To ensure mutual respect between the researchers and the participants, trust and confidence were preserved.

RESULTS AND DISCUSSION

Table 1 presents the effectiveness of community extension in terms of Health services, livelihood / entrepreneurship, Education and Leadership, environmental clean-up/ tree planting/ waste management, Computer Literacy and Crime and Drug Prevention Program. The effectiveness of the Community extension program presented in Table 1 has an over-all composite mean of 2.42, the respondents assessed the community extension program as less effective.

Rank first among the community extension program with a composite mean of 2.52, the respondents revealed that the livelihood and entrepreneurship program is effective. The livelihood and entrepreneurship activities in the community are monitored consistently for sustainability by the college assigned. The beneficiaries were also provided with consistent training for them to start a livelihood program. They found these activities adequate and consistent in developing their entrepreneurial skills. It is interesting to note that seminars and workshops provided about livelihood projects have continuously helped them to hone their entrepreneurial skills for them to put up even a small business with a small amount of capital needed.

Table 1.
Effectiveness of the Community Extension Program

	WM	VI	R
Health Services Program			
1. Health and Medical seminars provide valuable information to help the health conditions of the residents	2.34	LE	4
2. Vitamins and other medicines are provided to the beneficiaries.	2	LE	5
3. There is a regular monitoring of the beneficiaries' health and dental conditions.	2.68	E	2
4. A referral is done to appropriate health units/centers when the beneficiaries have related health problems.	2.61	E	3
5. Dental program provides consistent dental check up to the residents.	2.73	E	1
	Composite Mean	2.47	LE
Livelihood/Entrepreneurship Program			
1. Seminars and workshops about livelihood projects have helped in developing entrepreneurial skills and putting up a small business	2.51	E	3
2. Skills and knowledge in livelihood program have motivated to start a small business.	2.49	LE	4
3. The livelihood projects helped in increasing the family income	2.32	LE	5
4. Trainings for starting a livelihood program are adequate and consistent in developing the skills of the beneficiaries.	2.63	E	2
5. The livelihood programs are monitored consistently for sustainability.	2.66	E	1
	Composite Mean	2.52	E
Education and Leadership			
1. Seminars and Training on Values Formation are provided to improve the lives of the residents	2.49	LE	2
2. Lessons learned in the values formation seminars improve the quality of lives which inspires one to do what is right and good for oneself and for others.	2.51	E	1
3. Leadership training provided to residents involves self-motivation and foster cooperation and teamwork.	2	LE	4
4. Consistent values education are provided to the young and old residents.	2	LE	4
5. Residents are given team building activities to improve their human relation skills.	2	LE	4
	Composite Mean	2.2	LE
Computer Literacy Program			
1. The computer literacy program provides youth	2.85	E	1
2. Trainings on computer literacy among youth	2.15	LE	5
3. Beneficiaries have learned to send and receive messages through email.	2.32	LE	4
4. Acquired computer skills are helpful in encoding important documents like resume which will be used in the job application.	2.39	LE	3
5. The program empowers the youth in the community to gain technical knowledge which will help them in their future jobs.	2.63	E	2
	Composite Mean	2.47	LE
Environmental Clean Up/Tree Planting/ Waste Management			
1. Seminars and training on Environmental clean-up is provided to all residents.	2.56	E	2
2. Knowledge gained in the seminar for environmental clean-up promotes cleanliness and sanitation to the residents.	2.29	LE	3
3. Ways on how to clean and sanitize the environment is properly demonstrated in the training and seminars provided.	2.2	LE	4
4. The tree planting program provides orientation and briefing on proper ways of holding, planting as well as taking care of the plants and trees in the community.	2.66	E	1
5. Proper waste disposal is being taught in the seminars provided in the community.	2.17	LE	5
	Composite Mean	2.38	LE
Crime and Drug Prevention Program			
1. Seminar about peace and order is provided to the residents.	2.49	LE	3
2. Crime prevention awareness is provided to the residents.	2.27	LE	4
3. Drug Prevention seminar is given to the residents in the community.	2.61	E	2
4. Leaflets and flyers about crime and drug prevention are provided to the residents.	2.32	LE	4
5. Handouts which discuss peace and order, crime prevention and drug prevention are given.	2.73	E	1
	Composite Mean	2.48	LE
Over-all Composite Mean		2.42	LE

Legend: 3.50 - 4.00 - Highly Effective; 2.50 - 3.49 - Effective; 1.50 - 2.49 - Less Effective; 1.00 - 1.49 – Not Effective

They found this activity very useful in providing them ideas on how to start even a small business to earn a small income that may augment their budget to buy the basic needs for the family. The findings are similar on the study of Llenares, and Deocaris [2] that the participant in his study appeared to have a more positive outlook on life after attending the livelihood programs. Furthermore, the extension programs on livelihood should continue to move on and reach out for the sustainable development of the community [3].

Findings revealed that the livelihood projects helped in increasing the family income got the lowest in rank. Not all the respondents in the community believe that the livelihood projects may help them increase in income since not all of them are involved in the livelihood projects. These projects are still limited and they are still looking for more opportunities for entrepreneurship. The results did not agree with the study of [4] where the findings revealed that the Sustainable Agricultural Development Extension Program (SADEP) helped generate income through proper utilization of locally available resources and trains farm households to increase their productivity. There were reports that farmers were able to augment their farm income through backyard vegetable production and crop processing.

The lowest in rank among the community extension program with a composite mean of 2.20 is on education and leadership. Other community extension program like environmental clean-up/tree planting /waste management has a composite mean of 2.38, computer literacy with a composite mean of 2.47, health services with a composite mean of 2.47 and crime and drug prevention with a composite mean of 2.48 were all rated as less effective.

Based on the respondent's assessment, program on education and leadership obtained the lowest composite mean of 2.20 which clearly indicates that the program is the least effective among the six-community extension program.

Lessons learned in the values formation seminars improve the quality of lives which inspires one to do what is right and good for oneself and for others got a weighted mean of 2.51 and rated effective. Apaliya [5] found that Community Leadership Development (CLDE) programs help families remain together and maintain community quality of life in the face of the difficulties that small and rural communities face in the twenty-first century.

Rated less effective were leadership training involving self-motivation and foster cooperation and

teamwork (2.0), Consistent values education are provided to the young and old residents (2.0) and residents are given team building activities to improve their human relation skills. Attendance to leadership training, values education seminar and team building activities are not well attended by the residents since they believe that more important trainings that will increase their income in the form of livelihood are more important to them compared to other programs. It shows that the respondents did not feel the relevance of the leadership training that will help them improve their self-motivation and will foster cooperation and teamwork.

Contrary to the findings of the present study, Obmero [6] reveals that the trainings given to community leaders are useful since the recipients of the trainings continue to lead their communities. All the learning they acquired from the training motivated them to become responsible parents and community members and they changed their perspective. When people in a community change their perspective for the better, then community organizations succeed.

In addition, unlike the result of the present study, Apaliyah [5] in his study on Community Leadership Development (CLDE) programs found out that the leadership program contributes to building a critical mass of individuals in the community by developing their leadership skills and knowledge to be effective leaders. The empirical evidence suggests that CLDE programs help to create the kinds of self-efficacy and the social connections that hold communities together and maintain community quality of life in the face of the challenges facing small and rural communities in the twenty-first century.

Other community extension program which was rated less effective were placed on environmental clean-up/tree planting/waste management with a composite mean of 2.38 and computer literacy and health services with a composite mean of 2.47 respectively and crime and drug prevention with a composite mean of 2.48.

With regards to environmental clean-up/tree planting/waste management, the respondents assessed this program as less effective with a composite mean of 2.38. Knowledge gained in the seminar for environmental clean-up promoting cleanliness and sanitation got 2.29 weighted mean and rated as less effective while ways on how to clean and sanitize the environment and properly demonstrated in the training and seminar was rated also less effective (2.20) The respondents gained less knowledge for the

environmental clean-up since they do not realize its relevance to the community. Ways on how to clean and sanitize the environment which was demonstrated in the seminar attended were also not given too much emphasis because they lack interest on sanitizing and cleaning their place of residence. The respondents are not aware on the importance of environmental clean-up/tree planting/waste management.

On the other hand, the tree planting program providing orientation and briefing on proper ways of holding, planting and taking care of the plants and trees in the community was rated effective (2.66). To add, seminars and training on environmental clean-up provided to the residents was rated effective (2.56).

The findings show contradiction on the study of Perez, and Cabrera, [7] as the program in promoting sanitation and cleanliness in ensuring safe environment in one community is highly effective. Included in the community extension program is learning on the skill

of recycling their own garbage which urged them to become more disciplined. In addition, the program gave way to empower themselves to create beautification projects for the community and made them realize they have to set good examples for others.

The computer literacy program was evaluated as less effective. Trainings on computer literacy among youths that may enhance their computer skills are less effective (2.15). Moreover, beneficiaries did not learn much on sending and receiving messages through emails (2.32) which was rated less effective. Conversely, the computer literacy program providing the youths to understand the basic functions of computer (2.85) is rated effective. The program empowers the youth to gain technical knowledge that will help them in their future jobs was rated effective (2.63). Based on the respondents evaluation, there is less activity provided for the youths to improve their computer literacy.

The health services program was evaluated as less effective with a composite mean of 2.47. The health and medical seminars provided to monitor the health conditions of the residents (2.34) and rated less effective. Giving of vitamins and other medicines was found less effective as well (2.00) and rated as less effective. However, dental program which provides consistent dental check up to the residents was rated effective (2.73). Also rated effective on this area is the regular monitoring of the respondent's health and dental condition (2.68).

The findings indicate that seminars provided were less important to the respondents as they found this to

be invaluable. The vitamins and other medicines provided were rated less effective because of its scarcity in the quantity being provided to them. The dental program providing dental check-up is consistently done to monitor the dental condition of the residents. Based from the results, health care services are not fully observed and are not consistently provided to the residents.

The results contradict the findings of Figueroa [8] that beneficiaries perceived health services-related as highly effective, while institutional development and capacity building-related activities and social services as effective. Family-beneficiaries are of a consensus that the community extension program and services should be continued in as much as they greatly benefited from them. Contrary to the present study, Dugyon [9] in his study revealed that 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. While respondents believed that they have gained and learned many skills through the extension programs and projects, almost all of the respondents perceived the necessity of further improving and enhancing the community extension programs of IFSU.

The program on crime and drug prevention was found to be less effective with a composite mean of 2.48. The crime prevention awareness and leaflets and flyers about crime and drug prevention provided to residents were found to be less effective. However, handouts which provides the discussion on peace and order, crime, and drug prevention as well as seminar on drug prevention were rated effective. The study of Borbon [10] reveals similarity on the findings of the present study as the community extension programs in literacy, health, and peace and order were less implemented and need further reinforcement.

Table 2 presents the impact of community extension. The impact of the community extension program has an over-all composite mean of 2.45 which is evaluated as less impact. Among the extension program, the livelihood/entrepreneurship obtained the highest composite mean of 2.58 and rated as moderate impact. The least rated among the items is the crime and drug prevention which obtained a composite mean of 2.26 and rated as less impact. Other programs which were evaluated with less impact are health services (2.49), Education and Leadership (2.48), Computer Literacy (2.48) and environmental clean-up (2.42).

Table 2. I
Impact of the Community Extension Program

	WM	VI	R
Health Services Program			
1.Through consistent check-up provided to residents in the community, residents became fully aware of their health condition and understand the importance of consistent medical check up	2.46	LI	3.5
2.The residents learned to value and take care of their health and realize that prevention is better than cure.	2.68	MI	1
3.Orally fitted residents in the community are increased.	2.46	LI	3.5
4. The program improves the oral health status of the residents	2.34	LI	5
5. Through the consistency of the health services program, the residents feel their value as a person for they are taken care of.	2.51	MI	2
	Composite Mean	2.49	LI
Livelihood/Entrepreneurship			
1. My entrepreneurial skills are developed that helped me to become productive and contribute to the income of the family.	2.15	LI	4.5
2. Projects increased the capacities of my family to support the basic needs of the children.	3.2	MI	1
3. Livelihood and entrepreneurship program develop my entrepreneurial skills.	2.15	LI	4.5
4. Through livelihood program, poverty is reduced in the community through its sustainability.	2.85	MI	2
5. Being engaged in small business provides economic sustainability for the family.	2.46	LI	3
	Composite Mean	2.56	MI
Education and Leadership			
1. Practicing a community culture of caring for one another is a benefit of values formation seminar.	2.29	LI	5
2. Through values formation seminars, the residents became fully aware on how to apply values in their relations with others.	2.66	MI	1
3. Through values education, the residents became aware of valuing their human life which influence their actions, attitudes and purpose and meaning of their lives.	2.49	LI	3
4. Through leadership training, interpersonal relationship with my neighbors in the community is improved.	2.32	LI	4
5. The leadership training improves the ability to interact in the community, improves their self-confidence and increases their understanding of their community responsibilities	2.63	MI	2
	Composite Mean	2.48	LI
Environmental Clean Up/Tree Planting/Waste Management			
1. Through environmental clean-up projects residents made it a habit to clean their own surroundings to promote safe sanitation.	2.29	LI	4
2. Environmental clean-up provides healthy condition of the residents in the community.	2.15	LI	5
3. The program promotes sanitation and cleanliness of the community	2.51	MI	2
4. The program provides the residents better understanding on the importance of the environmental clean-up and tree planting.	2.49	LI	3
5. The residents learned to plant trees and take care of the trees in the surroundings to prevent heat and soil erosion and to beautify the community.	2.66	MI	1
	Composite Mean	2.42	LI
Computer Literacy			
1. The computer literacy program helps improve the technical skills of the youth residents in the use of computers which will support their academic performance in schools.	2.56	MI	1.5
2. Computer skills gained by beneficiaries gives an opportunity for the youth gain employment.	2.29	LI	5
3. Basic knowledge in computer helps the student- beneficiaries improve their grades in computer subject in schools.	2.54	MI	3
4. Learning basic computer skills enhances the beneficiaries' interest.	2.44	LI	4
5. Positive attitudes of the students in learning computer skills stimulate their self-confidence and self-satisfaction.	2.56	MI	1.5
	Composite Mean	2.48	LI
Crime and Drug Prevention Program			
1. Seminar on crime prevention provides awareness on not committing crimes to foster peace and security.	2.34	LI	1.5
2. Drug prevention seminar provides clear understanding on the effect of the use of dangerous drugs and ways on how to prevent using it.	2.32	LI	3
3. By understanding the effects on the use of drugs, parents will be more aware on monitoring their children's activities.	2.34	LI	1.5
4. Youths in the community will divert their time and attention on sports and other related activities to lessen the use of illegal drugs.	2.29	LI	4
5. The program provides clear understanding of the merits of crime and drug prevention to attain peace and order in the community.	2	LI	5
	Composite Mean	2.26	LI
Over-all Composite Mean		2.45	LI

Legend: 3.50 - 4.00 - High Impact 2.50 - 3.49 - Moderate Impact; 1.50 - 2.49 - Less Impact; 1.00 - 1.49 - No Impact

As to livelihood and entrepreneurship, moderate impact in increasing the capacities of my family to support the basic need of the children (3.20). The respondents realized that they have less capacity to support the basic needs of the family since they lack the know-how to start to become an entrepreneur. They also lack capital to even start a small business which leads to low income and will result to poverty.

Implementing strategies of the Sustainable Livelihood Program of Department of Social Welfare and Development and of the local government units of Pili, Camarines Sur should be revisited to strengthen its impact and sustainability [11]. These programs should be established based on the needs of the community, capacity building on entrepreneurship should be established and the adoption of partnership program enabling the grassroots community in sustaining their livelihood/ entrepreneurial projects has to be enhanced.

The respondents feel that their entrepreneurial skills are not fully enhanced and they are less productive to contribute to the family's income. The program for livelihood has less impact to develop their entrepreneurial skills and they are looking for more livelihood opportunities to use their skills. This result find similarity with the study of Garcia [12] where the respondents disclosed that they wanted additional livelihood program, to improve sales, and be provided with seminar-workshops on business-related activities. The findings show that the root crops they produce can be further processed and there is a need for a program to improve their livelihood needs.

The respondents pay less attention on understanding the objectives of crime prevention seminar provided to

them to attain peace and security in the community. They also show less interest on the effects of using drugs and they demonstrated less concern on how their parents should monitor the activities of their children.

Community-based crime prevention has been shown to make people and the entire community safer. This is particularly the case where members of the community take the lead on identifying resolving local problems, and managing public spaces, and do not rely entirely on the government for support in this area. The government should actively help facilitate the process of defining clear community roles and responsibilities so that groups can maximize their strengths and resources [13].

The lowest rated statement is that the crime and drug prevention program provide clear understanding on the merits of crime and drug prevention to attain peace and order in the community (2.0). The residents exhibited lack of understanding on the advantages of less crime and drug issues in the community and found to have the least impact. A comprehensive crime prevention strategy must meet important requirements to be effective [14]. This includes building active partnerships all over the community to ensure that their roles and tasks are clearly identified. Meaningful strategy to prevent crimes and use of drugs should be based on social development approach which involves individuals, families and communities and the best approach has to be designed at the local level. The key element of crime prevention strategy to be effective and meaningful has to be a community-based social development approach.

Table 3.
Correlation between Effectiveness and Impact of Community Extension Program

Variables	r-value	p-value	I
Health Services Program	0.444	0.004	Significant
Livelihood/Entrepreneurship Program	0.617	0.000	Significant
Education and Leadership	0.644	0.000	Significant
Computer Literacy Program	-0.140	0.382	Not Significant
Environmental Clean Up/Tree Planting/Waste Management	-0.472	0.002	Significant
Crime and Drug Prevention Program	-0.628	0.000	Significant

Based on the table, the computed r-values between effectiveness and impact in terms of health services program (0.444), livelihood/entrepreneurship program (0.617) and education and leadership (0.644) reveal moderate positive correlation, which were statistically significant. Thus, there is a significant relationship between effectiveness and impact of community

extension program in terms of health services program, livelihood/entrepreneurship program, education and leadership. This means that the higher the effectiveness also contribute to higher impact of community extension program.

From the results, the effectiveness of the community extension programs provided by the university with its

voluntary learning, combining community service shows its moderate impact and vary based on the kind of community services offered. The active participation organized in doing community service was designed by Universities need to be based in developing commitment as they adhere in providing meaningful and sustainable service to the adopted communities and the meaningful learning to the students.

On the other hand, the computed r-values between effectiveness and impact in terms of environmental clean-up/tree planting/waste management (-0.472), and crime and drug prevention program (-0.628) reveal moderate negative correlation, which were statistically significant. Thus, there is a significant relationship between effectiveness and impact of community extension program in terms of environmental clean-up/tree planting/waste management, and crime and drug prevention. This implies that the higher the effectiveness may contribute to high or lesser impact of community extension program. Results on moderate impact on some items can be attributed to some community programs which need a long-term impact and value to the community. Others may also explain the need to collaborate not only to the university but also to LGU to ensure its full implementation.

However, the computed r-value between effectiveness and impact in terms of computer literacy program (-0.140) shows negligible correlation. Thus, there is no significant relationship between effectiveness and impact of community extension program in terms of computer literacy program. Based on observation, the computer literacy was not influenced since these kinds of skills need resources to develop community skills and computer literacy. Therefore, the effectiveness of its implementation does not influence on the perceived bearing to the community residents.

The findings conformed with the study of Salazar [15] in the assessment of the implemented extension programs of Camarines Sur Polytechnic Colleges that computer literacy finds no significant bearing on the economic impact and social impact and level of program outputs. Results revealed that skills training, health educational services, advocacy program and livelihood program have economic and social impact with the level of program outputs. The implemented extension programs contributed to the upliftment of the beneficiary's standard of living except for computer literacy.

Table 4
Proposed Strategies to Enhance the Community Extension Program

Key Result Area	Strategies	Work Unit Responsible
Educational and Leadership	1. Leadership training may be provided to two groups of residents: for the youths and for the older residents. 2. Consistent values education for the children and the young residents. 3. Seminars and training on values formation to improve the quality of their lives.	Extension office and College of Education, Arts and Sciences
Environmental Clean-up/tree planting and Waste Management	1. Training and seminar for proper cleaning, sanitizing the environment 2. Proper waste disposal and segregation for actual demonstration 3. Contest for the cleanest house and surroundings and with most financial awards for the winners twice every year.	Extension office and Lyceum International Maritime Academy
Health Services	1. Health and Medical seminars to consistently monitor the health conditions of the residents 2. Vitamins and other basic medicines may be provided. 3. Doctor consultation may be provided once every month	Extension office, College of Nursing and College of Allied Medical Professionals
Computer Literacy	1. Regular training twice per year on computer Literacy among youth 2. Workshops or hands-on training on certain software used in most schools	Extension office and College of Computer Science
Crime/Drug Prevention	1. Twice a year crime prevention awareness seminar 2. Leaflets and flyers on crime and drug prevention 3. Training and seminar about peace and order twice per year	Extension office and College of Criminology

CONCLUSION AND RECOMMENDATION

The respondents in the community revealed that the effective community extension program is livelihood and entrepreneurship. Other community extension program on environmental clean-up/tree planting/waste management, computer literacy, health services and crime and drug prevention were less effective. The findings reveal that livelihood and entrepreneurship program has moderate impact on the lives of the beneficiaries. However, other programs on crime and drug prevention, environment clean-up/tree planting/waste management, education and leadership, computer literacy and health services have less impact on improving the lives of the respondents in the community. There is a significant relationship between effectiveness and impact of community extension program in terms of health services program, livelihood/entrepreneurship program, education and leadership, environmental clean-up/tree planting/waste management and crime and drug prevention. However, no significant relationship was determined between effectiveness and impact of community extension program in terms of computer literacy program. A proposed strategy was crafted to enhance the community extension program in the health services program, education and leadership, environmental clean-up/tree planting/waste management, crime and drug prevention and computer literacy.

Based on the findings, the following are being recommended by the researcher: Other community extension programs have to be enhanced by consistently monitoring the needs of the beneficiaries in the community so it may be addressed promptly. A comprehensive community extension package for the residents has to be crafted and carried out based on the assessed needs of the community in order to create greater impact to effect changes in the lives of the beneficiaries. To ensure effectiveness and improve the impact of the community extension program, proper monitoring and consistent evaluation of the extension projects per college has to be undertaken to improve and empower the lives of the residents in the community. Community Extension coordinators and deans need to attend exclusive trainings on new trends in adapting new Community Extension programs to fit in the needs of the residents in the adopted community. Future researchers are recommended to focus on the impact of other Community Extension program in different adopted communities of the university.

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