

## IMPACT ASSESSMENT OF THE COMMUNITY EXTENSION PROGRAMS OF AB MASS COMMUNICATION AND PARALEGAL STUDIES TOWARDS COMMUNITY DEVELOPMENT

Emma E. Montalbo<sup>1</sup>

**Abstract:** *This paper assessed the impact of community extension program of AB Mass Communication and Paralegal Studies (ABMC/PL) on community development. The study was both quantitative and qualitative in nature since the research used questionnaire to know the impact of the program and objective assessment of Food Production, Leadership seminar and Child Development Integration Program. Interviews were conducted and data based on observations were collected. The participants chosen from this study were nineteen (19) respondent-participants from a total population of twenty families.*

*Result showed 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 a timelier enrollment; and for mothers. As a whole, the program, definitely contributed to the national progress of the country.*

*It is probable 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.*

**Keywords:** *food production, child development integration program, leadership, community development.*

### INTRODUCTION

Social Impact Assessment as anticipatory research attempts to provide decision-makers with information about the likely social outcomes of adopting a policy, instituting a program, or initiating a project which is, by definition, designed to alter the future (Canan and Hennessy, 1985). For Bornstein (2010), the use of Peace and Conflict Impact Assessment (PCIA) can reduce the harm done by development

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<sup>1</sup> College of Education, Arts and Sciences, Lyceum of the Philippines University Batangas, Capitol Site, Batangas City. E-mail : [emmaemontalbo@yahoo.com](mailto:emmaemontalbo@yahoo.com)

aid. While sustainable community development is about creating opportunities to tackle all dimensions of business–poverty relationships and to achieve fundamental changes in the governance of sustainable community development, companies will have to rethink their approaches to social partnerships, multi stakeholder engagement process, and impact assessment (Muthuri *et. al*, 2012; Yahya, Ismail, Salleh and Abdullah, 2015).

Higher Education Modernization Act of 1997 in the Philippines, mandates the organization and management of Commission on Higher Education (CHED) which is responsible for the maintenance of quality college education through its trilogical functions such as instruction, research, and community extension service. It is for this reason that extension service is given priority attention as one of the thrusts of higher education along with instruction and research. Indeed, the importance of extension service as an educational imperative cannot be taken for granted since its operation as an aspect of university management is akin to socio-economic development.

Lyceum of the Philippines University Batangas and partners respond to social problems hope to make any demonstrable difference. Measurement results of community development interventions are very significant for both the school and the beneficiaries since it will indicate growth or negative results.

There are different approaches to community development. Top down approach; prioritize for capital and technical investment to introduce development, people are seen as separate from the development process and recipients of development but not as active players. In bottom-up approach, people are seen as important in the process for achieving development, but still orchestrated from outside the community. In the cooperative approach, people's participation is seen as a necessary ingredient, with communities considered as catalysts or partners in development. In empowerment approach, the focus is now on developing local capacity for self-development and people are seen as the primary focus and owners of the development process (Linao, 2004). In this study, it is important for the beneficiaries to be partners in development and became empowered.

The Community Extension programs of AB Mass Communication and Paralegal Studies started in 2006. The beneficiaries were the residents of SHL Village, Brgy. Sico, Batangas City. The different Community Extension Programs were Food Production (2007-2012), Leadership Seminar (2008-2014), and Child Development Program (2008-2014).

Food Production Program started with vegetable gardening seminar of beneficiaries until they (beneficiaries) were able to make their own gardens for their family consumption. Moreover, the leadership seminar discussed basic

concept of leadership, participatory leadership, transformational, experiential leadership and strengthening the capabilities of leaders. Lastly, Child Development Integration Seminar was initiated to develop the children's social, emotional, physical and cognitive growth and competency through developmentally appropriate experiences.

Based on the aforementioned viewpoints, the researcher who has been the Community Extension program coordinator for many years spurred her interest in conducting this study to profile the program probability of events occurrence, programs implemented, number of volunteers and beneficiaries of the college; to analyze the strengths and weaknesses of the implementation of the programs, to evaluate the impact of the program to the beneficiaries skills, knowledge and attitudes, to forecast future programs and enough time for avoidance or mitigation of any adverse effects of a proposed development.

### **OBJECTIVES OF THE STUDY**

The main thrust of this study is to assess the impact of the Community Extension Programs of AB Mass Communication and Paralegal Studies (ABMC/PL).

More specifically, it aims to identify the profile of the community extension program; to assess the implementation of the program in terms of food production, leadership programs and child development integration program; to know the impact of the program in terms of knowledge, skills, and attitude; to determine the significant relationship between the assessment of the implementation of the objectives and the impact of the program; and to propose plan of action to improve the Community Extension of the ABMC/PL.

### **Hypothesis**

There is no significant relationship between assessment of implementation and the impact of the Community Extension Programs of AB Mass Communication/ Paralegal Studies.

### **LITERATURE REVIEW**

#### **Impact Assessment**

Edwards (2012) observed the potential impacts of growth and development on communities throughout Wisconsin. Growth has been viewed as healthy and desirable for communities. However, communities are increasingly aware that growth may also be accompanied by costs. In addition, development decisions are too often made without a sufficient understanding of the consequences of those

decisions on overall community well-being. Since changes induced by growth in a community are not always positive, carefully planned development is necessary for ensuring that growth is consistent with the long-range goals of the community.

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

Most frequently, Social Impact Assessment is undertaken when a specific project is planned and anticipated for a specific community; more so, if used as part of a strategic planning process or in project design. In the Peace and Conflict Impact Assessment (PCIA) it can, in theory, inform decision-makers as to which interventions are successful and may be used to monitor the effects of ongoing projects and, again in theory, can help development agencies verify that their activities are not negatively affecting development (Canan and Hennessy, 1985). It can also be applied to individual projects where this is appropriate (Edwards, 2012).

Also, the term “social impacts” means the consequences to human populations of any public or private actions that alter the ways in which people live, work, play, relate to one another, organize to meet their needs and generally cope as members of society. The term also includes cultural impacts involving changes in the norms, values, and beliefs that guide and rationalize their cognition of themselves and their society. Accordingly, the most important aspects of social impacts involve not the physical relocation of human populations, but the meanings, perceptions, or social significance of these changes (Inter-organizational Committee on Guidelines and Principles for Social Impact Assessment, May 1994).

According to the Guidelines and Principles for Social Impact Assessment Prepared by The Interorganizational Committee on Guidelines and Principles for Social Impact Assessment, there are three ways in determining the social impact; such as, to predict (probable impact of the development), to go through a series of stages (planning, implementation, and construction), and to understand the different variables (population characteristics, community and institutional structures etc.) (Inter-organizational Committee on Guidelines and Principles for Social Impact Assessment, May 1994).

The attitudes of community resident toward development and the specific actions being proposed as well as their perceptions of community and personal well-being are important determinants of the social effects of a proposed action. Changes in a community’s social well-being can be determined by asking the

individuals and representatives of groups or neighborhoods in the area to make explicit their perceptions and attitudes about the anticipated changes in the social environment. Information about attitudes and perceptions should be gathered from community leaders because their attitudes may lend insight into the overall attitudes of residents if community leaders are perceptive and sensitive to community concerns and interests (Inter-organizational Committee on Guidelines and Principles for Social Impact Assessment, May 1994).

Social Impact Assessment overlaps substantially with the current interest in monitoring and evaluation (MandE). MandE is carried out after a project or development has gone ahead, to assess impacts and to see how well its goals were met “Inter-Institutional Common Approach to Impact Assessment, 2012).

According to the Inter-Institutional Common Approach to Impact Assessment (IA)). The European Parliament, the Council and the Commission recall their agreement on Impact Assessment in the Inter-Institutional Agreement on Better Lawmaking (IIA) and the positive contribution that impact assessment can play in improving the quality of EU legislation in the forthcoming years (Inter-Institutional Common Approach to Impact Assessment, 2012).

Nielsen (2005) describes the process of ecological modernization and found out the constructive procedures for environmental management but with very few priorities in their organizational strategy. Managers expressed a positive attitude towards workers’ participation and dialogue in general and in relation to environmental management. Also, biodynamic enterprise was founded on the principles of organic food production.

Gough and Accordino (2013) found out that public gardens are well-positioned to get access to a range of stakeholders through the long-term reputation of outreach activities in communities, assisting local governments toward this end. In communities with high unemployment and vacant land, public gardens can be used by authorities to pioneer entrepreneurial and workforce training programs that link garden objectives with education and skill building. A quarter of responding gardens (people concerned in the program) are training communities to grow food or other horticultural products. Larger gardeners are more likely to provide training to communities for economic development endeavors than small gardens (people concerned in the program). A combination of long term survival needs and pure philanthropic motivation and collaborative partnership are motivated by the possibility to increase legitimacy and lower transaction costs, increase capacity and access to resources, and ensure support for community investment and infrastructure.

A certain amount of external “good will” is provided by public gardens (people concerned in the program). They build partnership in the community to “position

(the cultural institutions) for evolving public education roles in sustainable systems, community development, and the green economy. Partnerships are therefore recognized as essential for the survival of public gardens, helping them attract new audiences and advance the outreach of mission-based programs (Gough and Accordino, 2013).

The initiatives of AB Mass Communication and Paralegal Studies which include providing a significant source of food and/ or income by giving families and individuals without land of their own the opportunity to produce food and to gain access to nutritionally rich foods were similar to the following studies and program imperatives.

Any community gardeners, especially those from immigrant communities, took advantage of food production in community gardens to provide a significant source of food and/or income, to allow families and individuals without land of their own to produce food, to gain access to nutritionally rich foods that may otherwise be unavailable to low-income families and individuals, (Urban agriculture was 3-5 times more productive per acre than traditional large-scale farming), and to donate thousands of pounds of fresh produce to food pantries and involve people in providing food security and alleviate hunger (“Benefits of Community Gardening”, 2012).

Meanwhile, Garcia (2011), in his project called “Improving Food Security among Rural Youths and their Families” aims to rally the youth and their families in the community for the production of organic vegetables and tree seedlings through the use of vermin-composted organic fertilizer.

In addition, Philippine Executive Order 776 entitled, “Rolling Out the Backyard Food Production Programs in the Urban areas,” states that part of Comprehensive Livelihood and Emergency Employment Program (CLEEP) consists of backyard food production programs like Gulayan ng Masa and the Integrated Services for Livelihood Advancement (ISLA) of subsistence fisherfolk. The rollout shall consist of the setting up of urban vegetable gardens and backyard fisheries, including vacant lots and unused government land. The activities of the program shall include developing various modules for urban gardening, producing and disseminating information materials, identifying beneficiaries, subject to the approval of the Office of the President for the program components funded by the national government, organizing seminars and site visits, distributing vegetable seedlings and tilapia/hito fingerlings and others.

Furthermore, Republic Act no. 10068 entitled “An Act Providing for the Development and Promotions of Organic Agriculture in the Philippines and for other purposes” states the policy of the State to promote, propagate, develop further,

and implement the practice of organic agriculture in the Philippines that will cumulatively condition and enrich the fertility of the soil, increase farm productivity, reduce pollution and destruction of the environment, prevent the depletion of natural resources, further protect the health of farmers, consumers, and the general public, and save on imported farm inputs. Towards this end, a comprehensive program for the promotion of community-based organic agriculture systems which include, among others, farmer-produced purely organic fertilizers such as compost, pesticides and other farm inputs, together with a nationwide educational and promotional campaign for their use and processing as well as adoption of organic agriculture system as a viable alternative shall be undertaken. Indeed, the State recognizes and supports the central role of the farmers, indigenous people and other stakeholders at the grassroots in this program (Philippine Public Documents).

Brookes (2010) point to the increasing momentum to work in partnership and suggest that leadership needs to move from traditional ‘person-centered’ approaches in which leaders are expected to come up with answers, to one in which the ‘leadership community’ is central and where the role of the leader is to ask the intelligent question allowing others to determine the answers collectively. Moreover, the extent to which individual leaders were able to focus on innovative delivery was considered to be inflexible and subject more to the pressures of performance management. Thus, problem-oriented approaches are considered to be essential to the practice of leadership.

Moreover, conceptual leadership seminar contributes to different organizational and individual development through the following processes: Enabling learning (Knowledge), Facilitating meaningful personal development (Skill), Helping people to identify and achieve their own personal potential (Attitude). In the same manner, knowledge, skill, and attitude can also be achieved through activities like child development and food production (Hasan, 2013).

In all societies, simple or complex, primitive or modern, rural or urban- there is always a man or woman who leads the people to prosperity or oblivion, freedom or slavery, democracy or despotism- one who stands tall among the rest. He/she is labeled as a leader- one who knows the way, shows the way and leads the way (Sanjuan and Centeno, 2011). In the same manner, ABMC/PL leadership seminars are helpful in training the members to prepare community leaders and members in assuming complex roles and responsibilities.

Community leaders learn to be more proactive in setting standards for themselves and their teams. They learn how to maximize the potential of each team member by putting people in positions that made the most of their strengths.

They also learn how organizations could help or hinder its residents. Leaders become more aware of how they were perceived by others. They have opportunities to make behavior changes to enhance their effectiveness while working with others. Managers/leaders have a better understanding of different leadership styles and how to integrate them to achieve common goals. A company/ community will benefit by gaining a more effective executive/leaders with enhanced relationship skills and the ability to effect positive change through others while achieving company objectives (“Leadership, 2012”).

Early child development programs are designed to improve the survival, growth, and development of young children, prevent the occurrence of risks and ameliorate the negative effects of risks. Though evidence suggests that integrated interventions are definitely effective, there are also a range of early childhood programs which are promising. These include programs to improve food intake and reduce stunting like supplementation programs, exclusive breastfeeding, conditional cash transfers, nutrition monitoring, and stimulation programs combined with nutrition and health programs, centre-based programs, parenting and parent-child programs.

The following authors found out that interventions/strategies that aim to enhance early childhood development have the following results: cognitive development (Bernal R. *et. al.*, 2009; Ames and Portugal, 2010; Cohem M. *et. al.*, 2010; Kaga Y. *et. al.*, 2010), social development (Cole C. *et.al.*, Fernald L. *et.al.*; Tinajero A, 2010; and Jone L. *et. al.*, 2011), health improvement (Ames and Portugal, 2010 and Tinajero A. 2010), and Sidibeh L. (2009) revealed that many parents and care-givers in both the experimental and control communities have been able to build on their traditional child-rearing knowledge and practices and demonstrated improvement in skills in early child care and development.

### **Community Development**

A phenomenological definition of community development work would focus primary attention on the community-building behavior of individuals and community institutions, which it would lead to normative theories about the local conditions necessary to foster resident engagement and skill-building and the collective action required of community institutions (Dorius, 2011).

The successful implementation of stakeholder engagement in the governance of sustainable community development is likely to depend on a comprehensible understanding and appreciation of power in corporate-community interaction. The companies must be clear about their own and stakeholders’ rationale for participation, facilitate the creation of appropriate participatory structures, and processes that contribute to process, and thereby to sustainable communities (Muthuri, *et al.* (2012).



Measuring Impacts on Community Institutions have the following behavioral objectives: bringing people together; making decisions with dignity; changing attitudes; setting common goals; building self-confidence; achieving economic self-sufficiency. Moreover, Community Development Corporations practitioner empowerment themes includes the following : bringing people together; communicating with dignity and respect; changing attitudes and overcoming barriers; recognizing common goals and creating a vision; building individual self-confidence; and achieving economic self- sufficiency (Dorius, 2011).

The purpose of corporate social action then is to respond to problems of low levels of education, material deprivation, vulnerability and exposure to risk, and voicelessness and powerlessness, all of which stifle the creation, development, and maintenance of human, economic, ecological, and social capitals in the local communities (Muthuri, 2012).

Stewart (2012) found out that without key figures to connect communities and funders, to attract specialized funding, and to help institutionalize development values, projects, programs would be poorly implemented. Programs such as chicken, cow, and coffee projects are not unique but failed broadly by the same reasons: they did not incorporate community initiative and did not adequately consider the community's particular needs. One, by focusing on intra-country variation, it challenges the container model of nation-states characteristics of both modernization and dependency theory. Two, it provides partial support for dependency theory in that Pueblo Alto - the more isolated community -fared better than Pueblo Bajo, the community with greater proximity to more developed areas.

Glickman and Servon (2003) presented five components of capacity - resource, organizational, networking, programmatic, and political - enabled us to approach the issue of Community Development Corporations capacity systematically and to show real differences between the three categories of Community Development Corporations in some critical areas.

Furthermore, Muthuri *et. al.* (2012) emphasized current community development approaches in mining companies and attempted to facilitate more dialogue and conceptual exchange between traditional community development practitioners and those in the corporate sector as a strategy to strengthen corporate contribution to community development. Owen and Kemp's article (2012) cited in Muthuri *et. al.* (2012) draws on the revised potential benefits of Asset-Based Community Development (ABCD) model to both local communities and mining companies, and engages critically with the possible pitfalls that can confront the implementation of the ABCD model; two different forms of capital (resource capital-tangible and intangible, institutional capital - relationship between firm strategy

and sustainable community development) with competitive differentiation through sustainable community development; possibility of addressing agendas of sustainable community development through innovative and inclusive business models that create benefits for all concerned stakeholders; and the respective roles and impacts of the NGO's and companies in these different forms of partnerships for community involvement and their impact and potential. They conclude that companies ought to think of innovative forms of governance in their local contexts.

If used in youth development, concurrent with community development and social change, effective youth organizing campaign facilitates positive developmental outcomes for the individuals who are involved. Specific outcomes that are highlighted in this study are psychological empowerment, leadership development, and sociopolitical development. This process of leadership and sociopolitical development occurs through experience in organizing and creates the necessary leadership for successful youth organizing campaigns (Christens and Dolan, 2011).

Indeed, *Impact Study of the College of Medical Laboratory Science Community Extension Projects at Banay-Banay First, San Jose, Batangas* showed that the following were highly implemented by the volunteers: stool examination de-worming project, health education project, livelihood seminar, level of compliance of the residents on stool examination and de-worming project and level of compliance of the residents on health education project (Cabanela, Magbojos, and Reyes, 2012).

In Lyceum of the Philippines University Batangas, patients assess the Community Extension Program of the College of Nursing. It showed that they were excellent in giving respect to patient during medical consultation and giving the right medicine to the right patient while very satisfactory in health education wherein there was an active involvement of the audience in the teaching learning process. Gaining enough knowledge and understanding with regards to the health condition of the community at large rank first in the percentage distribution for the improvement on the quality of life of the recipients (Bagui and Magtibay, 2006).

*An assessment of First Gas Power Corporation (FGPC) Community Relations Program in Barangays Sta. Rita Karsada and Sta. Rita Aplaya* indicated very satisfactory in the following items: delegation of responsibility to the community relations personnel, administration of community relations was done by a permanent head, availability of resource persons when needed, contingency funds for unplanned expenses, and for use of community relations Department Office as physical facility. While one hundred percent participation in the follows: personnel involvement of managers and staff, basis of staff selection was interest in community service, government agencies support; focus improvement in health and sanitation and

environmental protection, information drive for motivating people, seminar/conference/forum and free clinic as approaches (Baes, Bautista and Garcia, 2003).

Also the *Impact of the Dental Program of the Lyceum of Batangas' College of Dentistry on the Oral Health Status of the Selected Pupils of Lingap Pangarap ng mga Paslit Center Incorporated* showed that weighted mean distribution was very satisfactory, ranked in order are the following: mission and objectives was congruent to the institution's mission, dental clinicians have adequate knowledge/skills to administer the dental program, and funds for buying equipment/tools like light cure machine. They strongly agreed, on the following: flow of communication was simple and clear in the school organization, not afraid of the dentist, effects of services rendered, dental caries was prevented, teeth became stronger against dental caries, no new dental caries was found and halitosis was prevented (Maderazo and Garcia, 2007).

Thus, a very good example of personality who implemented community development voluntarily was Dr. Jose P. Rizal (national hero of the Philippines) who practiced his profession as a community developer. He opened a school for young boys in the community. They were given subjects in reading, writing, arithmetic, geography, geometry, languages, history and good conduct. Rizal even gave practical lessons on the use of their hands, for he believed that education should be with the development of the community. He also taught his students different kinds of sport activities, such as boxing, swinging on parallel bars and rings, swimming and arnis on account of his belief that a sound body makes a sound mind (Quibuyen, 2011).

Now forgotten, Rizal's community work in Talisay and throughout Dapitan antedate the innovative community development strategies that concerned social scientists, and progressive economic and political analysts are advocating today to prepare for the looming 'triple whammy' of climate change, resource depletion (such as peak oil), and the global economic crisis. Engaging in what is now hailed as a model of "on-the-ground development" covering areas such as "education, skills training programmes, health care, agricultural extension, encouraging attitudinal and behavioural change, promoting infrastructural improvements, and interaction with government bureaucracy" (Quibuyen, 2011).

## **METHODS**

### **Research Design**

The study used both primary and secondary research. It was a primary research because the collection and selection of data were based on the implementation of the program. Moreover, the researcher was the implementer of the programs being studied, that had been hands-on in each program for the past five years. As to data

gathering it was through questionnaires, direct observation and interviews. It is a secondary data because different researches were consulted to synthesize the concept and framework of the study. In addition to this, the researcher developed a plan based on the result of the study.

The study was also quantitative and qualitative in nature since the research used questionnaire to know the impact of the programs and objectives assessment of Food Production, Leadership seminar and Child Development Integration Program. Meanwhile, in identifying the profile of the programs such as number of beneficiaries, and number of volunteers, interviews and data collection are done as the researcher explores information from the perspective of both groups and individuals and generates qualitative method of research.

### **Participants of the Study**

The nineteen (19) participants in this study were the community residents of SHL Restoration Village, Sico, Batangas City, who were the beneficiaries.

### **Instrument**

The questionnaire was personally done by the researcher. It was validated by non participants as they answered the questionnaires while statistician examined the degree of reliability.

The researcher gathered the data by the use of questionnaire as major tool in determining the assessment of impact of the community extension program of ABMC/PL in terms of attainment of program objectives and impact of the different community extension programs.

The questionnaire consists of the objectives attained in conducting food production, leadership seminar, and child development intervention programs and the impacts of the different community extension programs.

To identify the profile of the community extension program the following information were gathered (a) attainment of objectives, (b) Years of implementation, (c) number of volunteers and (d) number of beneficiaries.

The instrument was utilized to generate the desired information Part I. which is Objective Assessment of the Program and Part II Impact of the program verbally described as 4 strongly agree, 3 agree, 2 disagree and 1 strongly disagree.

### **Data Collection Procedure**

The writer sought permission in the distribution of questionnaires to the respondents during their free time. The researcher personally handled the writing of the results of the data gathered.

Before the administration of the questionnaire, the researcher explained the nature of the study and its purpose and assured the respondents that their responses will be dealt with utmost confidentiality. Likewise, the researcher reiterated that the respondents will be doing well by being frank and honest in answering the questions. The researcher made them realized that accurate results will not only contribute to their own welfare but to the University as well. The questionnaire was not timed, but the respondents were asked to give their first natural and honest answer that comes to their mind and not spend time pondering on the questions.

The data were collected as soon as the respondents finished answering the questionnaires. Each accomplished questionnaires were inspected to check if all the items were answered. Tallying of data was personally made by the researcher. Furthermore, the data were sent to the Research Center for tabulation. The results of which were analyzed and interpreted.

### **Data Analysis**

The data was analyzed using different statistical tools. The quantitative analysis includes the presentation of the descriptive statistical data. Because of the nature of the investigation, statistical treatments were used in analyzing and interpreting the data gathered from the questionnaire. Weighted mean was used for determining the attainment of objectives of food production, leadership seminar, and child development intervention program and each impact.

Ranking scale was used to determine the most responses as to the assessment of objectives and impact of each program. Pearson-*r* was employed to determine the significant relationship between assessment of objectives and impact of the program. The data was supported using PASW 18 to further analyze the results.

## **RESULTS AND DISCUSSION**

### **Table 1. Profile of the Community Extension Program**

Table 1.1 depicts the inventory of program, probability of program occurring, and volunteers. It shows a total of eight hundred thirty-one volunteers of ABMC/PL/MMA from 2007-2014.

Table 1.2 depicts the Christmas gift-giving program. It shows a total of more than four hundred forty-four volunteers of ABMC/PL/MMA from 2007-2014 and more than two hundred twenty-nine beneficiaries.

Table 1.3 depicts the total number of beneficiaries of the college program from 2006 to present. It shows an increasing number of beneficiaries from 10 families to 30 families. All of the beneficiaries were residents of Sotero H. Laurel Village,

Sico, Batangas City, Philippines. The community was established by LPU for homeless families.

**Table 1.1**  
**Duration/Years of Implementation, Volunteers, and Programs**  
**(Excluding Outreach Program)**  
**(Probability of the event occurring)**

<i>Program</i>	<i>Food Production / Care and conservation of the environment</i>	<i>Volunteers</i>
<i>Duration</i>		
2006-2007	July 2, 2007	42
	July 7, 2007	41
	July 14, 2007	42
2007-2008	September 11,2008	68
2009-2010	October 1-8,2009	19
2010-2011	March 1,2010	5
2010-2011	June 2010 - October 2010	52
2011-2012	October 11, 2011-March 2012	23
2012	September 8,2012	6
	September 11,2012	26
<i>Total</i>	<i>End of the five year program</i>	324
<i>Program</i>	<i>Care and conservation of the environment</i>	
Medicinal and Herb Garden		
2013-2014	December 7, 2013	21
	December 17, 2013	42
<i>Total</i>		63
<i>Program</i>	<i>Leadership seminar</i>	
<i>Duration</i>		
2009-2010	July 4,2009	8
	July 12,2009	12
	July 26,2009	35
	February 28,2011	6
2010-2011	August 21,2011	8
	September 3,2011	22
	January 19,2012	16
2011-2012	February 18,2012	7
	March 6,2012	16
2012-2013	December 7, 2012	24
	February 6, 2013	17
	February 11, 2013	7
	February 13, 2013	8
	March 6, 2013	11

*Cont. table 1.1*

<i>Program</i>	<i>Food Production / Care and conservation of the environment</i>	<i>Volunteers</i>
2013-2014	September 13, 2013	13
	November 20, 2013	17
<i>Total</i>		227
<i>Program Duration</i>	<i>Child Development Integration Program</i>	
2009-2010	July 4, 2009	8
	July 12, 2009	12
	July 26, 2009	35
	June 2010-June 2011	9
2010-2011	October 1, 2011	25
	October 8, 2011	20
	July 11, 2011	11
	July 18, 2011	20
	July 28, 2011	4
2011-2012	September 3, 2011	24
	December 22, 2011	22
2011-2012	June 22, 2012	30
2012-2013	March 6, 2012	16
2013-2014	September 3, 2013	12
	March 5, 2014	10
	March 20, 2014	5
	May 16, 2014	17
<i>Total</i>		280
<i>Grand Total</i>		831

### **Implementation of the ABMC/PL Community Extension Programs**

Mark Spencer (sociologist) recognizes three functional needs or prerequisites that produce selection pressures in the society: they are regulatory, operative (production) and distributive. He argues that all societies need to solve problems of control and coordination, production of goods, services and ideas, and, to find ways of distributing these resources.

Attainment of Objectives. It is important that the views of affected people be taken into consideration. Ideally, all affected people or groups contribute to the selection of the variables assessed through either a participatory process or through review and comment on the decision made by responsible officials and the interdisciplinary team (Socio-Economic Impact Analysis, 2015).

Table 2.1 depicts the composite mean, and verbal interpretation of ABMC/PL food production “gardening” program objectives. The over-all assessment got the composite mean value of 3.51 verbally interpreted as strongly agreed. Filtering

**Table 1.2**  
**Outreach Program, Number of Volunteers and Beneficiaries**  
**(Excluding the annual CEAS outreach program and institutional outreach program)**

<i>Program Date</i>	<i>Program</i>	<i>Beneficiaries</i>	<i>Volunteers</i>
2009	Christmas Gift Giving	50	53
Dec. 20, 2010	Christmas Gift Giving with Indigent families of Kumintang Ibaba	25	142
Dec. 16, 2011	Christmas Gift Giving, Storytelling, Feeding with Day Care Pupils at East Elementary School	54	176
Dec.23, 2011	Christmas Gift Giving with SHL Families and Children	50	35
Dec. 19, 2013	Assistance to Persons with Disability- A project of the Provincial Government	Persons with Disabilities in Batangas Province	ABMC IV
	Christmas Gift Giving with SHL Families and Children	50	38
		229 or more	444 or more

**Table 1.3**  
**SHL Village Residents ( Beneficiaries )**  
**(Excluding Outreach Program)**

<i>Program</i>	<i>Food Production</i>	<i>Leadership Seminar/s</i>	<i>Child Development</i>
<i>Duration</i>			
2006-2007	10 Families	10 Families	10 Families
2007-2008	10 Families	10 Families	10 Families
2009-2010	10 Families	10 Families	10 Families
2010-2011	20 Families	20 Families	20 Families
2011-2012	20Families	20 Families	20 Families
2012-2013		20-30 Families	20-30 Families
2013-2014		20-30 Families	20-30 Families

rainwater, helping to keep lakes, rivers and groundwater clean and developing increased sense of community ownership, stewardship, and leadership (3.84), contributed to providing a family a holistic picture of the food and nutrition security status (3.75); helped the family became a partner of the government rolling out the backyard food production programs in the urban areas(3.69); helped increase the availability of non-purchased food supply in a family (3.69); helped increase household income (3.69); and expanded the wives/ women's available time for child care and food production (3.69).

On the contrary, the following were agreed upon by the respondents: exposure to green space reduced stress and increased a sense of wellness and belonging (3.00); brought residents together from a wide variety of backgrounds (age, gender, personality) (3.05); offered unique opportunities for new beneficiaries to be



**Table 2.1**  
**Implementation of ABMC/PL Community Extension Programs in terms of Food Production**

<i>ABMC/PL food production "Gardening" program objectives...</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. Contributed in providing my family a holistic picture of the food and nutrition security status.	3.75	Strongly Agree	2
2. Became a partner of the government in rolling out the backyard food production programs in the urban areas.	3.69	Strongly Agree	4.5
3. Increased the availability of non-purchased food supply in my family.	3.69	Strongly Agree	4.5
4. Increased our household income.	3.69	Strongly Agree	4.5
5. Expanded my/my wife's/women's available time for child care and food preparation.	3.69	Strongly Agree	4.5
6. Increase a sense of community ownership, stewardship, and leadership.	3.54	Strongly Agree	8
7. Brought us together from a wide variety of backgrounds (age, gender, personality)	3.05	Agree	14
8. Offered us focal point for community organizing, and can lead to community-based efforts to deal with other social concerns.	3.37	Agree	11
9. Provided opportunities for us to meet neighbors.	3.47	Agree	9.5
10. Offered unique opportunities for new beneficiaries to be productive in our community (traditional crops otherwise unavailable locally)	3.11	Agree	13
11. Offered our community an opportunities for new beneficiaries to provide inter-generational exposure to cultural traditions of others.	3.68	Strongly Agree	7
12. Program allowed us from diverse backgrounds to work side-by-side on common goals	3.47	Agree	9.5
13. Offered unique opportunities to job and life skills	3.26	Agree	12
14. Exposed to green space reduce stress and increased a sense of wellness and belonging.	3.00	Agree	15
15. Filter rainwater, helping to keep lakes, rivers, and ground water clean.	3.84	Strongly Agree	1
<i>Composite Mean</i>	3.51	<i>Strongly Agree</i>	

*Legend: 3.50 – 4.00 Strongly Agree; 2.50 – 3.49 Agree; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree*

productive in the community (traditional crops otherwise unavailable locally) (3.11); offered the community opportunities for and life skills (3.26); and offered residents focal point for community organizing, and could lead to community-based efforts to deal with other social concerns (3.37).

First, filtering rainwater, helping to keep lakes, rivers and groundwater clean and developing increased sense of community ownership, stewardship, and

leadership rank first. The finding is related to that of Gough and Accordino (2013) which points to certain amount of external “good will” provided by public gardens that educate the residents about the roles that habitat restoration and plant conservation play in protecting the long-term viability of communities. Public garden partnerships with communities are assisting in the delivery of public services such as helping victims of storm recover from the destruction, rationing water when it runs off and ensuring energy conservation, and sanitation. In the same manner, gardeners build partnership in the community to “play” (the cultural institutions) evolving public education roles in sustainable systems, community development, and the green economy”. The beneficiary’s participation and cooperation in maintaining their own garden indicate environmental conservation.

Second, food production program contributed to providing the family a holistic picture of the food and nutrition security status. This result is similar with that of Gough and Accordino (2013) which stated that a combination of long-term survival needs and pure philanthropic motivation was brought about by gardening. Community gardens provide a significant source of food and/or income, to allow families and individuals without land of their own to produce food, to gain access to nutritious, rich foods that may otherwise be unavailable to low-income-families and individuals, and involve people in providing food security and alleviate hunger (Benefits of Community Gardening, 2012).

The beneficiaries and volunteers work together to make each plot productive by different vegetables. Usually vegetables are ingredients for *kare-kare*, a native recipe. Perhaps, food production program should meet the food needs of the beneficiaries and help them cope with their daily life.

Third, there is a need to increase the availability of non-purchased food for the family, in addition to household income. By the same token, there is much evidence that our food gardens are helping our people to feed themselves more reasonably, making every family self-contained and self-sustained (Pack, 1917) while each of the forty-six garden club members in the irrigated section at Lewiston, Idaho, took one-tenth acre plat with the definite aim of showing the possibilities of the uniform plats and of making money during vacation at home (Benson, 1917).

The partnership between the volunteers and the beneficiaries made it possible for the plots to become productive. The volunteers supported the residents by distributing seeds, plotting, weeding and planting seeds. The volunteers also supply them with garden tools. It is possible that, food production program (gardening) meets the basic food needs (vegetables) of the beneficiaries and at the same time, it helps beneficiaries achieve economic self-sufficiency as they could save a few pesos for the non-purchased vegetables.

Also, ranked third is increasing of the wives/ women's available time for child care and food preparation. Likewise, several parents mentioned that they have started a home garden with their children (Sharma *et. al*, 2015). The readiness to harvest vegetables saves time for food preparation because residents concerned do not need to go to the market. It is assumed that as volunteers weed, plot, plant, and water the vegetables during their visits, they give the wife/husband ample time for child care.

Ranking third, food production program served as partner of the government in rolling out the backyard food production programs in the urban areas. The findings were similar to that of Gough and Accordino (2013). They found out that public garden that is well-positioned get access to a range of stakeholders through the long-term reputation of outreach activities in communities, assisting local government toward this end. Partnerships are therefore recognized as essential for the survival of public gardens, helping them attract new audiences and advance the outreach of mission-based programs. This indicates compliance with Philippine Executive Order 776 entitled, "Rolling Out the Backyard Food Production Programs in the Urban Areas for the public sector and Food Production Program of ABMC/ PL for private intervention.

On the other hand, exposure to green space reduces stress and increases a sense of wellness and belonging was the weakest variable although agreed by the respondents. The study of (Grabbe *et. al*, 2013) also found out that gardening was a distraction from the many stresses of homelessness, and its tangible results provided a psychological boost. The women watched the vegetables and herbs grow and regularly ate the produce. Clearly, gardening promoted recovery from stress although some beneficiaries were not aware.

Second weakest, is the bringing together of residents from a wide variety of backgrounds (age, gender, personality). The residents of SHL Restoration Village, Sico Batangas City came from different places in Batangas that have been adopted/ chosen by LPU-Batangas and Couples for Christ because they are homeless. As they become residents of SHL Restoration Village, food production program makes people become close to one another since they usually work on common time. As they work in their garden they also have a chance to meet and talk with one another. Sometimes, food production resulted in behavior changes like bringing people together and altering their ways acceptable to all of them.

Third weakest offering unique opportunities for new beneficiaries to be productive in the community (providing traditional crops otherwise unavailable locally). By the same token, in communities with high unemployment and vacant land, public gardens have the opportunity to pioneer entrepreneurial and workforce training programs that link garden objectives with education and skill building

(Gough and Accordino, 2013). Families who do not have a regular job or jobless tried to use their spare time in the garden. Since the beneficiaries were given seminars about gardening and seeds, it looks like, the residents who were actively participating in the program the residents built self-confidence, acquired education and skill.

Fourth weakest is offering community opportunities for job and life skills. In like manner, some public gardens help communities raise the skills of residents. Quarter of the responding gardeners claim that they are training communities on how to grow food or horticultural products, which increases economic competitiveness (Gough and Accordino, 2013). When the beneficiaries work together in the garden at a common time, it became an opportunity for them to meet and talk about the different concerns for the benefit of the community. Hence, jobless residents became active participants in the garden learning to be productive.

Fifth weakest is offering focal point for community organizing, which can direct community-based efforts to deal with other social concerns. The beneficiaries took care, unweeded, watered, and harvested the gardens. When harvests were abundant the beneficiaries sold the vegetables to neighbors. After two years of continuous monitoring, an agriculturist from the City Government visited again the village. Student volunteers continuously assisted the beneficiaries in plotting, planting, weeding, and watering the gardens until 2012. In school year 2012-2013, the Colleges restrain themselves from assisting the beneficiaries to observe the capabilities and empowerment of beneficiaries. It is assumed that during gardening time, residents discussed other social problems, specifically, how they can deal with the different concerns about the community.

Table 2.2 shows the composite mean, and verbal interpretation on the leadership objectives of ABMC/PL. The over-all assessment got the composite mean value of 3.46 verbally interpreted as agreed. Leadership skills were enhanced because leaders learned how to maximize the potential of community members by putting people in positions that made the most of their strengths (3.79); beneficiaries were trained on how to effectively send and receive messages verbally and nonverbally (3.79); they applied new knowledge and skills to make sound leadership decisions (3.65); they discovered and increased their overall knowledge of leadership skills, techniques and practical application required for success in life (3.65); they increased their awareness of personal effectiveness (3.65); and they developed and built self-confidence and morale (3.58) as evidenced by the composite mean value of (3.79), verbally interpreted as strongly agreed. On the other hand, maximizing the potential of the community members was agreed upon by the respondents as evidenced by the following beneficiaries: strengthened peace and order in the village and developed a plan for personal improvement relative

**Table 2.2**  
**Implementation of ABMC/PL Community Extension Programs in terms of Leadership Seminar**

<i>ABMC/PL beneficiaries...</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. Discovered and increase their overall knowledge of leadership skills, techniques and practical application required for success in life.	3.65	Strongly Agree	3.5
2. Increased their awareness of personal effectiveness	3.35	Agree	10.5
3. Beneficiaries increased their ability to see the collaborative nature of leadership.	3.35	Agree	10.5
4. Applied new knowledge and skills to make sound leadership decisions.	3.65	Strongly Agree	3.5
5. Developed a plan for personal improvement relative to specific leadership skills.	3.12	Agree	14.5
6. Intense their personal contact with each other.	3.47	Agree	8
7. Open and ongoing communication among the SHL beneficiaries re-enforces connectiveness.	3.53	Strongly Agree	6
8. Strengthen peace and order in the Village	3.12	Agree	14.5
9. Learned to be more proactive in setting standards for themselves.	3.37	Agree	9
10. Learned how to maximize the potential of community members by putting people in positions that make the most of their strengths.	3.79	Strongly Agree	1.5
11. Gave opportunities to make behavior changes, to enhance their effectiveness while working with others. Community leaders had a better understanding of different leadership styles and how to integrate while achieving community objectives.	3.48	Strongly Agree	7
12. Would benefit by gaining a more effective leader with enhanced relationships skills and the ability to effect positive change through others while achieving community objectives.	3.26	Agree	13
13. Developed and build self- confidence and morale	3.58	Strongly Agree	5
14. Trained on how to effectively sent and received messages verbally and nonverbally.	3.79	Strongly Agree	1.5
15. Enhanced their ability for conflict-resolution and decision-making skills.	3.32	Agree	12
<i>Composite Mean</i>	<i>3.46</i>	<i>Strongly Agree</i>	

Legend: 3.50 – 4.00 Strongly Agree; 2.50 – 3.49 Agree; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

to specific leadership skills(3.12); developed a plan for personal improvement relative to specific leadership skills; enhanced their ability for conflict-resolution and decision-making (3.32); increased their awareness of personal effectiveness (3.35) and increased their ability to see the collaborative nature of leadership (3.35).

Leaders learn how to maximize the potential of each team member by putting people in positions that made the most of their strengths. Likewise, Brookes (2011) point to the increasing momentum of working in partnership and suggest that leadership need to move from traditional “person centered” approaches in which leaders are expected to come up with answers, to one in which the “leadership community’ is central and where the role of the leader is to ask the intelligent question allowing others to determine the answers collectively.

Every leadership seminar session attendees were encouraged to share their concerns and problems with the speakers. The exchange of messages gave an opportunity for community residents to receive meaningful solution/options from the speakers.

Training on how to effectively send and receive message verbally and nonverbally was strongly agreed upon by the respondents.”High Impact Leadership” (2012) stated that past behaviors of people experiencing having conflicts (due to diverse backgrounds) were lessened due to training on how to send and receive messages in a more discreet manner and to practice communication with dignity and respect. The programs resulted in strengthened peace and order in the village. As beneficiaries listen and apply in their lives the lectures delivered in each seminar session, the success of the program usually bring people together (behavioral change).

Most respondents strongly agreed that the leadership seminar allowed them to discover and increase their overall knowledge of leadership skills, techniques, and practice application required for success in life. By the same token, Hasan (2013) found out that conceptual leadership seminar contributes to different organizational and individual development through the following processes: enabling learning, facilitating meaningful personal development, helping people to identify and achieve own personal potential. Clearly, people change their beliefs, recognize common goals, create a vision, set common goals and build self-confidence.

Beneficiaries applied new knowledge and skills to make sound leadership decision. Equally, in all societies- there is always a man or woman who leads the people to prosperity or oblivion, freedom or slavery, democracy or despotism- one who stands tall among the rest. He/she is labeled as a leader – one who knows the way, shows the way and leads the way (San Juan and Centeno, 2011). Often, seminars help overcome community problem.

Lastly, beneficiaries developed and built self-confidence and morale. The results indicate that an organization’s procedural justice positively affects both variables of transformational leadership and employees’ citizenship behaviors; similarly,

transformational leadership positively affects employees' citizenship behaviors (Song *et. al*, 2012). The change of positive attitudes of the beneficiaries resulted from the seminars conducted.

On the other hand, strengthening peace and order in the village was the weakest in the implementation of leadership seminar. Similarly, the concept of "chameleonic leadership" in the context of the peace process in Northern Ireland is based on the notion that when political leaders find themselves in a position which compromises their intentions during a peace process, they seek to find an alternative position (Heenan, 2006). Leadership Seminar started in 2008. College of Education, Arts and Sciences Professors of the University became the speakers of each seminar while the ABMC/PL student volunteers act as facilitator/staff of each seminar. The following were the topics discussed from 2008-2012: Basic concept of leadership together with the crafting of the vision and mission of the village, participatory leadership, transformational leadership, experiential leadership, importance of leadership, strengthening the capabilities of leaders, understanding the concept and processes of participatory leadership. The program ended in 2013- 2014 in its fifth year of implementation. It appeared that leadership seminars bring the people together since the residents are confident in making decisions affecting the community. Also, leadership seminars serve as guide in giving them quality of life.

Residents developed a plan for personal improvement relative to specific leadership skills. Philosophy and planning relate to the realm of ideas; politics and mobilizing, to the realm of people; and managing and monitoring to the realm of things. With the exception of philosophy, it can be seen quantitatively that three-quarters of the characteristics are associated with the realm of people, which is a particularly has significant emphasis. Even in the case of philosophy itself, it is construed practically in a way that is more oriented to people and action, concerned more with personal effectiveness and pragmatic intentions than with space for reflective, critical, contemplative or speculative thinking (Luckcock, 2007). Thus, community residents learned a lot from the lectures that they were able to apply those learning's to their lives creating positive change that would affect the community.

Next, the seminars are beneficial to gain a more effective leader with enhanced relationship skills and the ability to effect positive change through others while achieving community objectives. Similarly, a series of discussions argued that 'management' was closely linked with "change" and political leadership although the consensus was that change was more of a mechanistic application of structural changes rather than one that addressed values and innovation (Brookes, 2011). Each leadership seminar session served as avenue to learn about leadership

concepts for both the leader and the community residents. Certainly, the beneficiaries were more aware of their social responsibilities. They were able to alter how to live in the village and to relate with one another properly. They were able to change their values and attitudes by enhancing their relationship with one another and how to act in each situation. Hence, Vision and Mission of the village will likely be achieved.

Also, seminars enhanced the residents ability for conflict-resolution and decision making skills. In a like manner, problem-oriented approaches essential to the practice of leadership (Brookes, 2011). The community coordinator as participant observer can delineate how the residents have been active in following the advices and lectures of the speakers. Based on the program evaluation results given to the residents, cultural norms, values, and beliefs like being guided on how to respond properly in certain situations as residents in the community was immediately felt. Usually, residents alter the ways in which they live and cope as members of society and make decisions with dignity.

In addition to this, the residents increase their awareness of personal effectiveness. The vital value of personal effectiveness and school achievement as one category of value amongst others could not be contested. It is dangerous to assume that all educational values should be reduced to this instrumentalist approach to leadership. It is detrimental for education that the interiority of all practitioners should be constructed uncritically according to the model of only one dominating personality type (Luckcock, 2007). Beneficiaries might alter the ways in which they relate with each other, build their self-confidence, change their attitudes as they realized that even if they were not the leaders, they need to cooperate, act to help one another because the failure of the leader is also a member's failure, and overcome any challenges they could have while living in the village.

Table 2.3 shows the composite mean and verbal interpretation of Child Development Integration Program implementation. The over-all assessment got the composite mean value of 3.15 verbally interpreted as agreed. Child Development Integration Program provided children an early childhood educational program that promotes each child's social, emotional, physical, and cognitive growth and competency through developmentally appropriate experiences (3.63); it invested in a country's capacity to thrive economically as a society and resulted in higher and timelier school enrollment of my children (3.37) addressed the needs of mothers while helping their children investing in the country's future workforce and capacity to thrive economically as a society and help reduce social inequality in the community (3.32) verbally interpreted as agree. On the other hand, the program resulted in less grade repetition and lower dropout rates of children (2.11), the verbally interpreted as disagree; it resulted in



improvement of relationship with children (2.84); program resulted in improved nutrition and health status in the family (3.05); and it encouraged great social equity (3.16) which got the lowest mean, verbally interpreted as agree.

**Table 2.3**  
**Implementation of ABMC/PL Community Extension Programs in terms of Child Development Integration Program**

<i>Child Development intervention program</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. Provided early childhood education programs for a child that promotes each child's social, emotional, physical and cognitive growth and competency through developmentally appropriate experiences.	3.63	Strongly Agree	1
2. Encouraged great social equity.	3.16	Agree	7
3. Addressed the needs of mothers while helping their children.	3.32	Agree	5
4. Invested in the country's future workforce and capacity to thrive economically and as a society.	3.32	Agree	5
5. Invested in the a country's capacity to thrive economically and as a society.	3.37	Agree	2.5
6. Resulted to higher and timelier school enrollment of my children.	3.37	Agree	2.5
7. Program resulted to less grade repetition and lower dropout rates of my children.	2.11	Agree	10
8. Help for the disadvantaged reduced social inequality in the community.	3.32	Agree	5
9. Program resulted to improved nutrition and health status in my family.	3.05	Agree	8
10. Resulted to improvement of my relationship with my children.	2.84	Agree	9
<i>Composite Mean</i>	<i>3.15</i>	<i>Agree</i>	

*Legend:* 3.50–4.00 Strongly Agree; 2.50–3.49 Agree; 1.50–2.49 Disagree; 1.00–1.49 Strongly Disagree

First, the item, Child Development Integration Program provides children an early childhood educational program that promotes each child's social, emotional, physical, and cognitive growth and competency through developmentally appropriate experiences ranked first as it was strongly agreed by the respondents. In the same way, Ade A. *et. al*, (2010) in their study on Mean Development Quotient (DQ) and Intelligence Quotient (IQ) found out that values were higher among children in intervention at Anganwandi Centers.

Bernal *et. al*, (2009) observed positive effects on cognitive development of children with at least 15 months of exposure to the intervention program. Also, a vast body of research has demonstrated that Early Child Development (ECD)

programs benefited children, families, and communities. The reduced dropout and repetition rates, improved school achievements, greater adult productivity, and higher levels of social and emotional functioning encouraged by ECD programs make them a highly cost-effective means of strengthening society as a whole by ensuring that its individual members lived up to their full potential ("Benefits of early Child Development Programs", 2012). Child Development Seminar was initiated to develop the children's social, emotional, physical, and cognitive growth and competency through developmentally appropriate experiences. ABMC/PL student volunteers act as the children's facilitators in each activity. The children's cognitive growths were developed through different lessons and active plays that were prepared by the volunteers. Social and emotional development was integrated in the Theater arts workshop conducted by ABMC students. Body exercises, games, and active play that involved body movements were facilitated by Physical Education Teachers and ABMC/PL student volunteers. The program ended during the SY 2013-2014. The success of the program enhanced cognitive, social, physical, and emotional well-being of the children.

Next, Child Development Integration program invested in a country's capacity to thrive economically as a society resulting higher and timelier school enrollment of my children. Barr and Nygard (2014) found out that human capital theory is the dominant rationale for investing in Early Childhood Education (ECEC). However, the main leitmotif tends to relate to the holistic and balanced development of children, as well as balancing work and family life for parents (e.g. STM, 2007). It appears good that the volunteers are extending their support to the children since it lessens the burden of the government economically. For instance, story-telling sessions, games, theater arts, counting and reading sessions enhanced the child's social, emotional, physical and cognitive growth and competency. It might result in less repetition, drop-out and higher grades in school.

Moreover, the item that the program resulted in higher and timelier school enrollment of children ranked third. Parent beneficiaries relate how their children who participated in intervention program could easily adapt to the formal school (elementary). Clearly, socialization, discipline and knowing how to deal with other children were learned by the children during the intervention programs.

In addition, the item that the program addressed the needs of mothers while helping their children ranked fourth. Sidibeh (2009) revealed that many parents and care-givers in both the experimental and control communities have been able to build on their traditional child-rearing knowledge and practices and demonstrated improvement in skills in early child care and development. Actually, every time the children spent time with the volunteers, the parents turned to other chores and took some rest at home.

Fifth, Child Development Integration Program invested in the country's future workforce and capacity to thrive economically, as a society. It is believed that common welfare of society as well as the good of the individual depends to a great extent upon the proper education and training of children. Training the children to be good, useful, and worthy citizens by supporting them in their preparation for their future positions, responsibility and leadership is what the program is trying to achieve in the future. In this way, volunteers are helping the children to become productive members of the society.

Conversely weakest in the response was the term on program resulting to less grade repetition and lower drop-out rates of children; an item verbally interpreted as disagree. Cohen (2010) found out the following outcomes: achieving highest grade; graduating from high school, obtaining special education, attending college, attending 4-year college course while high school pre-school program outcomes revealed children finished H/S and finished at least two years of College while outcome of Montreal longitude experimental study resulted in children graduating from H/S. On the contrary, parents of the beneficiary children as respondents probably were not aware that the different programs conducted could enhance the children's performance at school.

Furthermore, improvement of relationship with children ranked second. Similarly, Fernald L. *et. al* (2009) found out that early enrolment reduced behavioral problems for all children in the early versus late treatment group and an additional 18 months of the program for children aged 8-10 years whose mothers had no education resulted in improved child growth of about 1.5 cm assessed as height-for-weight, independent of each. Storytelling sessions that injected moral lessons contributed to the improvement of the children's relationship with their parents.

Also, the program resulted in improved nutrition and health status in the family ranked third. In the same manner, Bernal R. *et. al* (2009) found out that collected information from about twenty-eight thousand children on the effects of the program on nutritional status, health, cognitive and non-cognitive development of children indicated positive effects on cognitive development of children with at least 15 months of exposure to the program and medium-run cognitive effects as measured by gains in standard tests in fifth grade. Any intervention with children like games, storytelling sessions, theater arts, etc can be a good strategy in the integration of healthy foods in the diet of the children liked what was done during the intervention conducted by the researcher.

On the other hand, the item in the program encouraging great social equity ranked fourth. In the same way, according to Cora Burnett (2002), the program allows for widespread participation, regardless of physical ability or socio-economic position. In addition, Barr and Nyard (2014) found out that to create equal

**Table 3.1**  
**Assessment of the Impact of ABMC/PL Community Extension Programs in terms of Food Program**

<i>Impact of Food production "Gardening"</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
<i>Acquired knowledge</i>			
1. I became aware on the proper gardening.	3.50	Strongly Agree	4
2. I increase my family's household income.	3.81	Strongly Agree	1
3. I learned through experience about jobs.	3.26		5
4. I became an agent of conservation of the environment (restoration of oxygen to the air, bio-waste recycling and reduce air pollution).	3.75	Strongly Agree	2
5. I complied and support in rolling out the backyard food production programs in the urban areas.	3.69	Strongly Agree	3
<i>Acquired Skills</i>			
1. I was able to sustain my family's basic needs.	3.60	Strongly Agree	3.5
2. I provided my family with monetary savings.	3.81	Strongly Agree	1
3. I provided my family with available ready to cook vegetables.	3.69	Strongly Agree	2
4. I saved our environment(gardens filter rainwater, helping to keep, lakes, rivers, and ground water clean.	3.60	Strongly Agree	3.5
5. Gardening served as a horticulture therapy/ green environment reduce stress for us.	3.42	Agree	5
<i>Acquired Attitudes</i>			
1. I saved time for my wife's food production.	3.69	Strongly Agree	3.5
2. I better understand the importance of unity in the community.	3.85	Strongly Agree	1
3. I elicited love for the environment and appreciation for living things.	3.75	Strongly Agree	2
4. I have leisure that deduce stress.	3.10	Agree	5
5. I have available time for my family since I have ready to cook vegetables.	3.69	Strongly Agree	3.5
<i>Composite Mean</i>	<i>3.61</i>	<i>Strongly Agree</i>	

*Legend:* 3.50–4.00 Strongly Agree; 2.50–3.49 Agree; 1.50–2.49 Disagree; 1.00–1.49 Strongly Disagree

opportunities for children's development and well-being – something that has been considered a corner stone of the 'Nordic' welfare state and a manifestation of a child-centred perspective in accordance with the United Nations Convention on the Rights of the Child (cf. Hiilamo, 2008) Expansion of ECEC rights was also partly framed as an investment in children's learning capacities and lifelong learning, it also indicated a shift in family policy from general family transfers such as child allowances to ECEC services as a provider of equal life chances for children.

As a matter of fact, the beneficiary children who are economically challenged were given a chance to experience learning at a very young age which is usually experienced by the middle class and rich children.

Table 3.1 shows the assessment of impact of ABMC/PL Community Extension Programs in terms of food production. The over-all assessment was highly evident as revealed by the composite mean value of 3.61, verbally interpreted as strongly agreed. Among the items mentioned are as follows: in terms of acquired knowledge, "increasing family's household income" (3.81) was first in rank while "learning through experience about jobs" (3.26) verbally interpreted as strongly agree was last in rank; In terms of acquired skills, "providing family with monetary savings" (3.81), was first in rank and "gardening served as a horticulture therapy / green environment reducing stress for us" (3.42) verbally interpreted as strongly agree was last in rank; In terms of acquired attitudes, "understanding the importance of unity in the community" (3.85) verbally interpreted as strongly agree was first in rank while "having leisure that reduce stress" (3.10) verbally interpreted as agree, was last in rank.

In terms of acquired knowledge, "increasing family's household income" was, first in rank. By the same token, Prew, (2009) found out that school yards were turned into community gardens, where anyone from the community could work on certain days in exchange for food or where learners, worked with employed gardeners and sold vegetables to the community or where a group of unemployed parents paid the school a small amount to grow their own vegetables. Vegetable garden at the start of the program aims to secure meals for the family. Later it showed excess vegetables for their meals were sold by the family. The programs have definitely economical and social benefits for the beneficiaries.

Also, the result confirmed that the basis of human subsistence is cultivating plants and strengthening the function of community in terms of system of a production that provided man and his group additional basic needs. Cultivation of plants emphasizes the use of what nature provides and adapting it to human use (Palispis, 2007). The beneficiaries were given their own plot and reminded to maintain it. Seminars about gardening were conducted. Volunteers visit the beneficiaries to plant, weed, water, and distribute seeds. It looks like that beneficiaries become productive in the said program that they were able to increase their income.

On the other hand, "learning through experience about jobs" was the weakest answer in terms of acquired knowledge. Similarly, for Benson (1917), they could make money; gardening for gentlemen could be a quite lucrative business. Brown not only became a well-known and respected craftsman but also a considerably rich one. It is, however, worth noting that the payments of Lord Petre's magnitude

included not only planning and design but also the execution of the garden projects. The cost of a large workforce and an abundance of plants had to be covered by Brown himself. Apart from these 'turnkey' deliveries, Brown also performed more traditional consultancy work where he developed the design while someone else (often the sergeant of the estate) managed the actual ground works. Even for these commissions of a more conceptual nature, Brown could charge a decent sum. For a visit to the estate, followed by plans and drawings for the new garden, the fair would be around £100 (Lindahl, 2011); and entrepreneurial (Gough and Accordino, 2013).

It seems that beneficiaries were not aware of the idea that vegetable gardening could be in a long run a good job opportunity (if given proper agricultural training and land space); that could be a reason why it is the least preferred. Thus, volunteers should realize that if they do not have permanent jobs, they can have a garden as an alternative income.

In terms of acquired skills, "providing family with monetary savings", was ranked first. Similarly, it could be argued that all the qualities of bringing out what more modern terminology would call radical innovation with respect to the garden business (Lindahl, 2011). Since the first ten families were very active in the garden, they were able to cultivate their plot religiously. The harvest was more than enough for family's consumption that they were able to sell them to neighbors. At the same time, harvested vegetables means savings since they will not buy them from the market. It appears that beneficiaries need to be educated on the value of gardening as an alternative jobs for them.

Gardening served as a horticulture therapy / green environment reducing stress for us" ranked last. In the same token, (Van Den Berg and Custers, 2011) stated that gardening promoted stronger psycho-physiological recovery from stress more than indoor reading likewise goal-directed way of interacting with nature can have similar stress-relieving effects. It seems that beneficiaries did not know the value of gardening as stress reliever.

In terms of acquired attitude, "better understanding the importance of unity in the community", ranked first. Similarly, Zapatista community centers in Los Angeles (Winston St. and Unity Center) neglected work of identity convergence and identity construction to integrate three subgroups – "activists," "organizers," and "community members" – into a whole. Yet lack of identity work alone does not explain the relative stability of one group while the second experienced conflict and eventually disbanded (Glass, 2009). In the Village the seminar helped the beneficiaries to realize the value of cooperation despite their differences in terms of values, beliefs and custom.

In terms of acquired attitude, "having leisure that reduces stress", ranked last. Two groups of respondents did not differ at post stress but at post-activity positive

mood was significantly higher in the gardening group than in the reading group. Changes in cortisol and positive mood were significantly negatively related in the gardening group, while they were significantly positively related in the reading group. The difference between both correlations was significant (Van Den Berg and Custers, 2011). It appeared that community residents need a seminar that will educate them on the value of gardening as a very good leisure activity.

In terms of acquired skills having leisure that reduces stress ranked last. Equally, most of the women spoke of the garden as relaxing, positive, and therapeutic (Grabble *et.al.*, 2013). Lack of information seems to be the reason why gardening as a horticulture therapy release ranked last on the part of respondent-beneficiaries. Information dissemination on the benefits of gardening is not yet done in the village.

Table 3.2 shows the composite mean and verbal interpretation of assessment of impact of ABMC/PL Community Extension Programs in terms of leadership seminar. The over-all assessment got the composite mean value of 3.33, interpreted as agreed. Among the items, in terms of acquired knowledge, learning to cooperate with and among neighbors and to value, respect, and understand my neighbors (3.88) verbally interpreted as strongly agree was first in rank and learning on how to develop and tie the vision to a strategy for its achievement" (2.63) verbally interpreted as agree was last in rank. In terms of acquired skills, enhancing my communication among members, (3.70) verbally interpreted as strongly agree, first in rank and learning how to delegate task to community members", (3.26) verbally interpreted as agree was last in rank. In terms of acquired attitudes, "helping people to identify and achieve their own personal potential", (3.40) verbally interpreted as agree was first in rank while helped in enhancing peace and order in the community (3.12) verbally interpreted as agree was last in rank.

Among the items, in terms of acquired knowledge, first in rank was learning to cooperate with and among neighbors and to value, respect, and understand my neighbors. In the same manner, authority is central to the efforts of groups to effectively cooperate both internally and with other groups (Tyler, 2002). Since the residents of the community were coming from different parts of Batangas Philippines and from diverse backgrounds, the sessions helped them to know how to cooperate, value, respect and understand their neighbors. Working together towards a common goal in a community is suggested to be one of the best attitudes a community can have.

Learning how to develop and tie the vision to a strategy for its achievement was last in rank in terms of acquired knowledge (Kaipa and Kriger, 2010) very well emphasized the importance of the crafting of the vision and mission stating the suggestions of Allan Mulally, the CEO of Ford Motor Company. The first session for the beneficiaries was the crafting of the vision and mission for the Village after

**Table 3.2**  
**Assessment of the Impact of ABMC/PL Community Extension Programs in terms of Leadership Seminar**

<i>Impact of Leadership Program</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
<i>Acquired knowledge</i>			
1. I learned controlling, organizing, and delegating skills.	3.20	Agree	4
2. I learned to be responsible leader/ community member.	3.29	Agree	3
3. I learned to cooperate with and among neighbors and to value, respect, and understand my neighbors.	3.88	Strongly Agree	1
4. I developed and build self-confidence and morale.	3.65	Strongly Agree	2
5. I learned on how to developed and tie the vision to a strategy for its achievement	2.63	Agree	5
<i>Acquired Skills</i>			
1. I learned how to lead in my family, neighborhood, and community life skills.	3.35	Agree	3
2. I developed my personality.	3.35	Agree	3
3. I enhanced my communication among members.	3.70	Strongly Agree	1
4. I learned how to delegate task to community members.	3.26	Agree	5
5. I learned calculated decision making.	3.35	Agree	3
<i>Acquired Attitudes</i>			
1. I helped people to identify and achieved their own personal potential.	3.40	Agree	1
2. I develop my personality to sense morally right and wrong actions.	3.37	Agree	2
3. I helped in enhancing peace and order in the community.	3.12	Agree	5
4. I enhanced my adjustment on human diversity	3.26	Agree	4
5. I learned how to value the sense of responsibility.	3.35	Agree	3
<i>Composite Mean</i>	3.33	<i>Agree</i>	

*Legend: 3.50–4.00 Strongly Agree; 2.50–3.49 Agree; 1.50–2.49 Disagree; 1.00–1.49 Strongly Disagree*

which they signed and posted them at the multipurpose hall where meetings usually have. They were also reminded to achieve the vision and mission. Despite the vision and mission crafted specifically for the beneficiaries, it seems that they still need to strengthen their strategy to achieve it.

In terms of acquired skills, enhancing my communication among members, was first in ranked. Equally, Mueller and Jaesub (2002) stated that the higher the quality of Leader Member Exchange (LMX), the greater communication satisfaction the members perceived to characterize their interpersonal contexts. Resident



beneficiaries realized the value of having a meeting on their own without the presence of volunteers. For this reason, conflicts and problems are addressed and solved appropriately in their own ways. Instead of keeping what they feel towards their neighbors they were able to realize the value of communication.

Learning how to delegate task to community members, ranked last in terms of acquired skills. Likewise, Klein *et. al.*, (2006) stated that at the heart of this system is dynamic delegation: senior leaders' rapid and repeated delegation of the active leadership role to leaders withdrawal of the active leadership role from more junior leaders of the team in response to challenging task demands. It suggests that the officers were not informed on the idea of delegation, the reason that's why community activities were usually participated by the SHL officers only and few residents. Beneficiary officers of the village might be mentored on the concept of delegation.

In terms of acquired attitudes, helping people to identify and achieve their own personal potential, was first in rank. Similarly, data analysis indicated the possible impact of positive values and beliefs of leaders and employees on the organizational strategy implementation endeavour. All these leaders showed commonality in terms of their focus on building capabilities of their team members. In addition to developing their skill and professional expertise, they also coached their people to develop necessary maturity and wisdom. Leadership responsibility is a driving factor for necessary resources and other conditions to ensure long-term well-being of the organization Upadhyay (2013). In the village, beneficiaries were observed to be participating in the different activities prepared by volunteers. They have the enthusiasm of doing what was instructed to them during the sessions and even instructions that would affect their daily lives.

"Helping in enhancing peace and order in the community, ranked last in terms of acquired attitudes. By the same token, a peaceful order should never be taken for granted. The first and main objective of international law is to protect man against every kind of illegal violence, defining him of realizing a certain vision of good life. In order not to abuse the principles of legitimacy for particular aims it seems to be important to prefer a more formal concept of legality (rule of law) in international relations. Within the framework of protection against violence, people must have freedom of conflict (short of force) and co-operation in pursuing their particular visions of a good life and corresponding concepts of justice (Lienemann, 2007). Beneficiaries agreed that the session's help in strengthening the peace and order in the Village; this is due to the fact that most of their concerns were discussed during the seminar and most of them followed the advices of the resource speakers.

Table 3.3 shows the composite mean and verbal interpretation, assessment of the impact of ABMC/PL Community Extension Programs in terms of child development integration program. The over-all assessment got composite mean

**Table 3.3**  
**Assessment of the Impact of ABMC/PL Community Extension Programs in terms of Child Development Integration Program**

<i>Impact of Child Development Intervention Program</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
<i>Acquired knowledge</i>			
1. My children were ready for elementary.	4.00	Strongly Agree	2.5
2. My children were fed that helped to be strong and healthy.	4.00	Strongly Agree	2.5
3. My children were introduced by learning through playing.	4.00	Strongly Agree	2.5
4. My children enhanced good grades in school.	3.40	Agree	7
5. My children enhanced their knowledge on parts of the body, parts of the house, alphabet, counting and shapes.	3.70	Strongly Agree	5
6. My children learned how to identify color and identify objects.	4.00	Strongly Agree	2.5
7. My children knew basic concepts in mathematics appropriate to their age.	3.60	Strongly Agree	6
<i>Acquired skills</i>			
1. My children had developed better communication skills.	3.70	Strongly Agree	1
2. My children enhanced their ability to recognize numbers and letters.	3.40	Agree	3.5
3. My children had strengthen their capability to draw.	3.40	Agree	3.5
4. My children identify parts of the body and house.	3.40	Agree	3.5
5. My children learned to answer tricky questions after each storytelling session.	3.40	Agree	3.5
<i>Acquired attitudes</i>			
1. My children learned to deal with other children/ playmates (friendship).	3.50	Strongly Agree	5
2. My children developed sportsmanship and behavioral improvement.	4.00	Strongly Agree	1.5
3. My children developed kindness.	3.70	Strongly Agree	4
4. My children became respectful.	3.80	Strongly Agree	3
5. My children became industrious.	4.00	Strongly Agree	1.5
<i>Composite Mean</i>	3.70	<i>Strongly Agree</i>	

*Legend: 3.50 – 4.00 Strongly Agree; 2.50 – 3.49 Agree; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree*

value of 3.70 interpreted as strongly agreed. Among the items mentioned are as follows: in terms of acquired knowledge, “my children learned how to identify color and objects; ready for elementary; were fed that helped them to be strong and healthy; were introduced to learning through playing, (4.00) verbally interpreted as strongly agree was ranked first and “My children enhanced good

grades in school” (3.40) verbally interpreted as agree was ranked last. In terms of acquired skills, “My children had developed better communication skills” (3.70) verbally interpreted as strongly agree was ranked first while enhanced “My children the ability to recognize numbers and letters; strengthened their capability to draw, identify parts of the body and house, and learned to answer tricky questions after each storytelling sessions (3.40) verbally interpreted as agree was ranked last.

Among the items on acquired knowledge, the following are evident: children learned how to identify color and objects; ready for elementary; were fed that helped them to be strong and healthy; were introduced to learning through playing, (4.00), was ranked first. These findings are consistent with the studies of Bernal R. et.al. (2009) that indicate positive effects on cognitive development of children with at least 15 months of exposure to the program and medium-run cognitive effects as measured by gains in standard tests in fifth grade. The result replicate topics discussed during the intervention. It is probable, based on the testimonies of the beneficiaries, that it is not hard for them to bring their children to the formal school because the children could easily adapt to classroom set-up; they could also easily get along with their new classmates. Often, the snack time was a good opportunity for volunteers to give them milk and bread. The program possibly helped the beneficiaries by being ready for formal schooling/elementary, enhanced their cognitive growth, and helped them become strong and healthy.

Also, children enhanced good grades in school” ranked last. In the same manner, according to NICHD Early Child Care Research Network children who had experienced higher-quality care had significantly higher score in math (applied problems), vocabulary (picture vocabulary), and memory higher score in memorizing sentences than children who had experienced lower-quality care). Children who participated in center care during more epochs tended to score higher on a standardized short-term memory test during the primary grades Grades of the children beneficiaries were given by the school teacher in the formal school while during the intervention conducted by the researchers grades were not given. The parents of the children apparently did not recognize the value of the intervention in enhancing the grades of their children in the elementary school set-up.

Acquired skills that ranked first were children developed better communication skills. Chapman, *et.al*, (2012) stated that preschool teachers support for social communication skills of all children in their classrooms is critical because more children without disabilities are demonstrating problems in social competence when they enter school. It appears that as the volunteers gather the children-beneficiaries for the intervention, the children were able to adjust to other children, with activities strengthen their communication skills.

Acquired skills that ranked last was children that enhanced their ability to recognize numbers and letters; strengthened their capability to draw; identified parts of the body and house; and learned to answer tricky questions after each storytelling session. Equally, Tinajero (2010) found out that the program had a positive impact on child development and families' ability to promote development. The results replicate the topic which was discussed during the intervention program.

In terms of acquired attitude, the children developed sportsmanship and behavioral improvement and become industrious, ranked first. In the same way, in the case of Nancy, she elicited the targeted inappropriate behaviors across settings. Inappropriate behaviors decreased once the Power card strategy was introduced. The gross motor baseline mean for whining was 18.2 seconds; during intervention the behavior dropped to a mean of 4.13 seconds. The mean baseline duration of whining during the board game activity was 6.0 seconds and it decreased to 0 seconds following implementation of the intervention (Keeling *et.al*, 2003). As beneficiaries feel frustrated and upset, it is believed that they develop a positive attitude like sportsmanship and being friendly. Volunteers appear to be an inspiration to beneficiaries. They guided them to have positive behavior every time games were conducted.

In terms of acquired attitude, the children become industrious, ranked first. In the same way, Fernald, L. *et.al* (2009) found out that early enrolment reduced behavioral problems for all children. During interventions the children were looking, helping, laughing and interacting with the volunteers; a chance for volunteers to talk to them and instruct them to apply the moral lessons in each stories read to them. Children also helped the volunteers in gardening. It seems that they realize the value of being diligent specially that they are instructed to continue maintaining the gardening even though the volunteers were not around. The parents observe that even at home they become industrious.

In terms of acquired attitude, children learned to deal with other children/ playmates (friendship) ranked last. The intervention with the children beneficiaries was a chance to gather them together in one place. During the activities they interact with each other and were able to play, laugh, learn and eat with other children. As socialization takes place, they were able to adjust with other children.

Table 4 Relationship between the Assessment of Implementation of Community Extension and its impact.

This means that no relationship exists and implies that the respondents' impact is not affected by how they assess the implementation of the program.

As seen from the result, the computed *r*-value of 0.267 indicates a weak correlation. The resulted *p*-value of 0.336 is greater than 0.05 level of significance;

**Table 4.1**  
**Relationship Between the Assessment of Implementation of COMEX in terms of Food Production and Its Impact**

	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>
Food Production	0.267	0.336	Not Significant

*Legend:* Significant at  $p$ -value < 0.05

thus the researcher fails to reject the null hypothesis of no significant relationship between the assessment on the implementation and its impact on food production. This means that no relationship exists and implies that the respondents' impact is not affected by how they assess the implementation of the program.

This means also that assessment of implementation seems sufficient to know if the food production program should be continued, modified or stopped. Besides, it shows that the program usually helps the beneficiaries to improve their lives.

**Table 4.2**  
**Relationship Between the Assessment of Implementation of COMEX in terms of Leadership Seminar and Its Impact**

	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>
Leadership Seminar	0.004	0.990	Not Significant

As seen from the result, the computed  $r$ -value of 0.004 indicates a weak correlation. The resulted  $p$ -value of 0.990 is greater than 0.05 level of significance; thus the researcher fails to reject the null hypothesis of no significant relationship between the assessment on the implementation and its impact on leadership program.

This also means that assessment of implementation seems sufficient to know if leadership seminar program should be continued, modified or stopped. Importantly, behavioral change for the betterment of the community was achieved perhaps because the beneficiaries believe in the teachings of the resource speakers that when objectives are achieved the impact will also be achieved.

As seen from the result, the computed  $r$ -value of 0.109 indicate a weak correlation. The resulted  $p$ -value of 0.678 is greater than 0.05 level of significance, thus the researcher fails to reject the null hypothesis of no significant relationship between the assessment on the implementation and its impact on child development integration program. This also means that no relationship exists and implies that the respondents' impact is not affected by how they assess the implementation of the program. This means that assessment of implementation seems sufficient to know if child development integration program should be continued, modified or stopped. So, child development is achieved when they agree on the objectives or impact of the program.

**Table 4.3**  
**Relationship Between the Assessment of Implementation of COMEX in terms of Child Development Integration Program and Its Impact**

	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>
Child Development Integration Program	0.109	0.678	Not Significant

*Legend:* Significant at p-value < 0.05

**Table 5.1**  
**Proposed Action Plan to Enhance the Community Extension of ABMC/PL**

<i>Program</i>	<i>Research Result (weakest)</i>	<i>Action to be taken</i>	<i>Remarks</i>
Food Production Program	Food Production Program "gardening" reduced stress and increased a sense of wellness and belonging.	Seminar on the awareness of beneficiaries on the value of gardening as a good source of relaxation and stress reliever.	To report to the Community Extension Administrative Assistant
Leadership Seminar	Leadership Seminar developed a plan for personal improvement relative to specific leadership skills, and strengthened peace and order in the village.	Seminar on Personality Development	Referral to Psychology Community Extension Program Leadership mentoring will be proposed
Child Development Integration Program	Child Development Integration Program resulted in less grade repetition and lower dropout rates of my children.	A follow-up questionnaire about the status of grade repetition and drop out will be done, because there can be a possibility of occurrence or non occurrence of drop out / grade repetition, the reason why it resulted in the weakest result.	To file results, action will be taken after.

## IMPACT OF THE PROGRAM

The impact of this type of research on the community development which include developing measures in monitoring of event occurrences, volunteers and beneficiaries, impact and attainment of the objective of the program are very well documented. The implementers are assured that the programs have positive impact on the part of the beneficiaries. Clearly, findings generated in this study affirm the positive impact of the ABMC/PL Community Extension Programs that improve the quality of life of the people. Assessing either the implementation of the program or the impact can stand to know the contribution of the program to beneficiaries. The outcome of the action plan includes continuous improvement of the programs.

Table 5.2  
Proposed Action Plan using LOGIC MODEL

Program	Activities	Resources	Outputs	Outcome	Goal
Food Production Program	Seminar on the awareness of beneficiaries on the value of gardening as a good source of relaxation and stress reliever.	Department budget Partnership with LGU's (Dept of Agriculture)SHL Village Residents	SeminarPre/Post Test Evaluation Outcome Impact Reflections of volunteers	Attendance Sheet Monitoring Sheet/ Minutes of meeting Examination results (pre and post test) Evaluation w/ reflection	85% Awareness on the value of gardening as a source of relaxation and stress reliever(Knowledge) Environmental concerns
Leadership Seminar	Seminar on Personality DevelopmentLeadership mentoring will be proposed	Psychology Department SHL Village Residents SHL PresidentVolunteer mentor	SeminarPre/Post Test Evaluation outcome Impact Reflections of volunteersAction planMeeting	Attendance Sheet Monitoring Sheet /Minutes of meeting Examination results (pre and post test) Evaluation w/ reflectionAttendance SheetMinutes of meeting	85% positive change in attitude towards neighbors 85%
Child Development Integration Program	A follow up questionnaire about the status of grade repetition and drop out will be done, because there can be a possibility of occurrence or non occurrence of drop out/ grade repetition that's why it resulted to the weakest result.	SHL Village Residents	Questionnaire Evaluation Outcome Impact Reflections of volunteers	Attendance Sheet Monitoring Sheet/ Minutes of meeting Questionnaire results repetition Evaluation w/ reflection Report for file	Result of questionnaire (%) of repetition and drop out for file and further action)

## CONCLUSIONS

1. ABMC/PL Community Extension Program occurred from 2007-2014 with a total of eight hundred thirty-one (831) volunteers while outreach program from 2009-2013 have more than two hundred twenty-nine (229) beneficiaries and more than four hundred forty-four (444) volunteers excluding the annual Christmas Outreach Program of the Department (AB Mass Communication, Paralegal Studies, Psychology, Education, and General Education Teachers gift giving through their donation.
2. Eventually, assessment of implementation of the programs was clearly contributory to the following: food production for environmental and social change; leadership seminar for behavioral change (bringing the people together) and child development integration program which enhanced cognitive, social, physical, and emotional well being. Both beneficiaries and volunteers might have mutual benefit in developing society even without enforced laws.
3. Assessment of impact found an economical and social benefits in food production: such as the following: improving the attitudes (cooperation, respect, understanding, effective communication) of the beneficiaries for the betterment of the community, bringing the people together, building individual self-confidence, recognizing common goals of the leadership program; and developing readiness for formal schooling, cognitive growth and sportsmanship (reduced behavioral problems) through child development integration program.
4. The assessment of implementation of COMEX activities were affected by the impact observed.
5. An action plan is proposed for the betterment of the economically challenge communities and in continuing the programs.

## RECOMMENDATIONS

1. After many years of implementation of Food Production Program, beneficiaries may continue the program on their own initiative with less assistance from the school. In addition to this, they can start and maintain a nursery in the village. The nursery can be a seedling bank for their plant needs and at the same time they can sell the oversupply to neighbors.
2. Leadership mentoring program for the SHL Officers may be done at least twice a year.
3. Seminar about gardening as a valuable source of relaxation, stress reliever, and good job opportunity maybe conducted.
4. School Officials may assign an officer of the day (at least one per day) on voluntary basis at SHL Restoration Village to develop teachers and staffs social



skills while observing and recording the day to day situation in the community (participant observation) unconsciously noticed by the beneficiaries.

5. Community Extension Staffs could cascade the needs of the community members in SHL Restoration Village to concerned colleges which include the following: small business / livelihood program, job opportunities, and values education orientation.
6. Although this study had a limited control to beneficiaries who come (live) and go (leave) at SHL Restoration Village from 2007– March 2014 (five years) while the programs are being implemented, future researchers may pursue the same study, focusing on measuring assessment or impact of the new programs they had implemented at SHL Restoration Village.

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Emma E. Montalbo handles Social Science subjects and a faculty member of the College of Education, Arts, and Sciences in the Lyceum of the Philippines University-Batangas, Philippines.