

# Program Outcomes and Impact of the Community Extension Programs in one Autonomous University in the Philippines

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**Abstract** – *The Philippines faces socioeconomic challenges like poverty, limited education, healthcare access, and lack of economic opportunities. Collective action, including HEIs, is needed for sustainable development. Community Extension Programs (CEPs) contribute to community development, but assessing their effectiveness is limited. Hence, a descriptive survey assessed the program outcomes and economic and social impact of the 200 participants in skills training, health education, computer literacy, and livelihood programs. The skills training program received a satisfactory rating (3.49) and was evaluated to have a high (3.18) and very high impact (3.59) on the economic and social status of beneficiaries. The health education program also received a very satisfactory rating (3.69) and had a highly positive impact on the economic (3.32) and social (3.66) status of beneficiaries. As for computer literacy, the program received a very satisfactory (3.56) rating but had a low impact (2.40) on the respondents' economic status, although it highly impacted (3.47) their social status. Lastly, the livelihood program also received a satisfactory rating (3.41) with a high impact on both economic (3.19) and social (3.31) aspects. Despite high ratings and impact, the researcher developed strategies for the extension program. Recommendations include needs assessments, curriculum development, industry collaborations, monitoring, and community engagement to enhance impact on socio-economic development.*

**Keywords** – *Community Extension Programs, Program Outcomes, Economic Impact and Social Impact*

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## INTRODUCTION

The Philippines, like many other developing countries, faces numerous socioeconomic issues that hinder its progress and development. Among these issues are high levels of poverty, limited access to quality education and healthcare, and a lack of economic opportunities. According to the Philippine Statistics Authority (PSA)[1], the poverty incidence among Filipinos in 2020 was estimated at 20.9%, revealing that approximately one in five Filipinos lived below the poverty line. This statistic highlights the significant socioeconomic hurdles faced by the country (PSA, 2021). Furthermore, the United Nations Development Program (UNDP) [2] reports that around 3.8 million Filipino children and youth are out of school, indicating barriers to accessing quality education. In terms of healthcare, the World Health Organization (WHO) [3] emphasizes that healthcare services in the Philippines are often insufficient, particularly in rural areas, resulting in disparities in healthcare access and outcomes. Moreover, the Asian Development Bank (ADB) [4] notes that despite overall economic growth, job creation remains inadequate to meet the demands of the expanding labor force, leading to limited economic opportunities.

These numbers provide strong evidence to support the claim that the Philippines faces significant socioeconomic challenges, including poverty, limited access to quality education and healthcare, and a lack of economic opportunities. Addressing these issues requires collaborative efforts from various stakeholders, including higher educational institutions (HEIs), to promote sustainable development and improve the well-being of the Filipino population.

Higher educational institutions in the Philippines play a crucial role in fulfilling their social responsibility and contributing to community development through the implementation of Community Extension Programs (CEPs). These programs aim to address the diverse socioeconomic challenges faced by communities and provide valuable services. Through CEPs, higher educational institutions extend their educational resources, expertise, and infrastructure to benefit the wider community (Gonzalez, 2015) [5]. They establish meaningful partnerships, actively engage with the

community, and promote social progress.

One of the key areas of focus in CEPs implemented by private universities is skills training. These programs aim to equip community members with practical skills that enhance their employability, entrepreneurship, and overall capacity for self-sufficiency (Borabo, 2013)[6]. Health education is another important aspect of CEPs in private universities. These programs aim to raise awareness, promote preventive practices, and provide information on essential healthcare topics to the community. Health education initiatives cover areas such as disease prevention, hygiene practices, family planning, nutrition, and sexual health (Berganio, 2016)[7]. CEPs implemented by private universities also incorporate livelihood programs. Livelihood programs focus on improving economic opportunities and income generation capabilities through initiatives like microfinance, entrepreneurial support, and cooperative development (Braganza, 2019)[8].

Through HEIs involvement in CEPs, educational institutions in the Philippines play a significant role in community development. By providing skills training, health education, and livelihood programs, they contribute to empowering individuals, improving health outcomes, promoting social justice, and fostering economic opportunities. The collaborative efforts of private universities and the communities they serve are essential in addressing the socioeconomic challenges faced by the Philippines and working towards a more equitable and sustainable future.

Higher education institutions such as Lyceum of the Philippines University Batangas recognize these challenges and implement CEPs to extend their services beyond the confines of the campus and actively engage with the surrounding communities in Batangas Province. However, it is imperative to assess the impact of these programs to ensure they are aligned with community needs and contribute effectively to community development. This study aims to fill this gap by evaluating the impact of the CEPs implemented by a private university in the Philippines.

### **OBJECTIVES OF THE STUDY**

The main thrust of this paper is to assess the program outputs and impact of the community extension programs of Lyceum of the Philippines University Batangas. Specifically, it sought to assess the level of program outputs of the extension programs in terms of skills training, health education, computer literacy, and livelihood programs, to assess the impact of the community extension program with regards to economic

and social impact; propose an action plan to enhance the impact of Lyceum of the Philippines University Batangas.

### **MATERIALS AND METHODS**

#### **Research Design**

The researcher utilized a descriptive method as its research design for the study on, "Impact of community extension programs from a higher educational institution in the Philippines". The descriptive method as defined by Agarwal and Ranganathan (2019) [9] was a form of research that aimed to describe the distribution of one or more variables without regard to causality or other hypotheses.

#### **Respondents of the Study**

The participants of the study were the beneficiaries of community extension programs of the higher educational institution – Lyceum of the University Batangas. The total number of participants was two hundred (200) and the identification of these respondents was based on the data from the Community Extension Office LPU Batangas. The participants were fifty (50) students from Gulod Senior High School who have received skills training and computer literacy, thirty (30) from Kumintang Ibaba, and forty (40) from Sotero H Laurel Restoration Village (SHLRV) which both received skills training, health education, and livelihood programs, twenty five (25) students were trained for computer literacy from Paharang Integrated School, twenty (20) faculty were trained from Alangilan Senior High School for skills training, ten (10) mothers were trained for livelihood programs from KALIPI and lastly, five (5) faculty were trained from Batangas City South Elementary School for health education.

#### **Instrument**

The data was collected by using a self-administered adopted questionnaire from the study made by Salazar (2020) [10] entitled, "An Impact Study of the Community Extension Programs in a State College in the Philippines". It was distributed through physical and online distribution. A printed copy of the survey and google forms were used to distribute the survey.

The survey questionnaire had two sections. In the first part, respondents were asked to submit information on the outputs of each program they received based on a 4-point Likert scale: 4 – Very Satisfactory (VS), 3 – Satisfactory (S), 2 – Fair (F), and 1 – Poor (P). While on the second part, the respondents were asked about the

social and economic impact of the programs based also on a 4-point Likert scale: 4 – Very High Impact (VHI), 3 – High Impact (HI), 2 – Low Impact (LI), and 1 – Very Low Impact (VLI).

The first part of the questionnaire was asked on the program outputs of the projects they have received. For the beneficiaries who have received skills training, they were asked to measure the program's outputs based on if the skills learned were effective in their profession, income generating, self-improving, information transfer, employment, technology adaptation, and business oriented. Respondents on health education were asked if their knowledge and attitude learned were relevant, timely, effective, self-improving, information transfer, and adaptation. On the other hand, beneficiaries who have received programs on computer literacy were asked if they have learned new knowledge, self-improving, allowed employment, and adapted. Lastly, beneficiaries of the livelihood program were asked if the livelihood augmented income, improved life quality, boosted community relationships, and adapted programs.

Skills training, health education, computer literacy, and livelihood programs were all assessed based on their social and economic impact. The social impact of the survey includes questions about the program enabled the beneficiary to be more productive, awaken their spirit of volunteerism, and boost morale, individuality, and community relationships. While on the other hand, the economic impact included questions on employment, income and resource generating, and individual economic status.

### Data Collection

The adapted questionnaires along with informed consent were pilot tested and distributed from June 16, 2023, and were collected from June 17, 2023. The participants for pilot testing were the faculty coordinators of Community Extension from different colleges of Lyceum of the Philippines University Batangas. Afterward, questionnaires along with informed consent edited based on pilot testing were distributed to the randomly selected participants from July 18 – 25, 2023. The questionnaire along with informed consent was collected from July 26 – 28, 2023. After collection, the data were cleaned and validated through Microsoft Excel. Proper of validation of data was performed through a systematic approach as developed by Yusoff (2019) [11].

### Data Analysis

The results of the study would be analyzed and

interpreted using the Statistical Package for the Social Sciences (IBM SPSS). The questionnaire was interpreted using a weighted mean and its adjectival rating and interpretation with the following Likert scale.

**Table 1. Four-Point Likert Scale (Program Outputs)**

Weight	Mean Range	Interpretation
4	3.51 – 4.0	Very Satisfactory
3	2.51 – 3.50	Satisfactory
2	1.51 – 2.50	Fair
1	1.0 – 1.50	Poor

**Table 2. Four-Point Likert Scale (Program Impact)**

Weight	Mean Range	Interpretation
4	3.51 – 4.0	Very High Impact
3	2.51 – 3.50	High Impact
2	1.51 – 2.50	Low Impact
1	1.0 – 1.50	Very Low Impact

### Ethical Considerations

Data collected from the survey questionnaire are kept Informed consent was collected to ensure that the respondents wholeheartedly allowed themselves to participate in the study. Code names were used to safeguard the confidentiality of the data that will be collected. Lastly, the study was guided by the Data Privacy Act of 2012 to protect the anonymity of the respondents, and all information was solely used for research purposes only.

### RESULTS AND DISCUSSION

The higher educational institution has implemented various community extension initiatives to different beneficiaries. As aforementioned on the respondents of the study, the participants were students from Gulod Senior High School (Gulod SHS) who have received skills training and computer literacy, students from Paharang Senior High School (Paharang SHS) received computer literacy training, mothers from Kumintang Ibaba and Sotero H Laurel Restoration Village (SHLRV) which both received skills training, health education, and livelihood programs while mothers from KALIPI received livelihood programs and faculty from Alangilan Senior High School (Alangilan SHS) received skills training while faculty from Batangas City South Elementary School (BCSES) were trained for health education.

**Table 3 Level of Program Outputs of the LPU Batangas Community Extension Program**

Program Output	Gulod SHS	Kumintang Ibaba	SHLRV	Alangilan SHS	BCSES	Paharang SHS	Kalipi	Overall	VI
Skills Training	3.40	3.86	3.60	3.58				3.61	VS
Health Education		3.82	3.64		3.58			3.68	VS
Computer Literacy	3.45					3.56		3.49	S
Livelihood Program		3.39	2.85				3.33	3.18	S
<b>Composite Mean</b>								<b>3.49</b>	<b>S</b>

These respondents were surveyed and it was revealed that based on the Program Outcomes of community extension programs as shown on the Table 3. It was revealed that beneficiaries from Gulod SHS (3.40), Kumintang Ibaba (3.86), SHLRV (3.60), and Alangilan SHS (3.58) has a very satisfactory (3.61) rating on the outcomes of the skills training.

The study indicates that community extension programs, like the skills training by LPU Batangas Community Extension Office, effectively enhance beneficiaries' economic, community, and personal security. Prior research, including Borbon and Ylagan's [12] and Nimer's [13] studies, supports this finding, highlighting the positive impact on skills, employment, and income. Beneficiaries of the program expressed high satisfaction levels with the training's effectiveness and its positive influence on income and knowledge. However, starting a business may not be feasible for all beneficiaries, especially those currently employed.

The research findings are consistent with prior studies by Acosta-Martínez et al. (2009) [14] and Kulkarni et al. (2016) [15], affirming the positive impact of health education programs on beneficiaries' health and well-being. Beneficiaries in the current study reported significant improvements in knowledge and awareness about health, echoing Acosta-Martínez et al.'s emphasis on health education's role in enhancing understanding. Positive changes in attitudes and behaviors related to health, attributed to the program, align with Kulkarni et al.'s findings. Moreover, the program effectively reduced disease risk, as noted in both studies. Overall, the research supports health education programs' effectiveness in improving knowledge, attitudes, behaviors, and reducing disease risk, emphasizing their importance in promoting better health outcomes for targeted populations.

Meanwhile on the health education which have

been received by beneficiaries from Kumintang Ibaba (3.82), SHLRV (3.64), and BCSES (3.58). The program outcomes had been revealed also with a very satisfactory rating with a mean overall score of 3.68.

While on computer literacy which have been implemented on students from Gulod SHS and Paharang SHS. The students from Gulod SHS rated the program 3.45 while from Paharang SHS was 3.56 which is interpreted as satisfactory.

The studies and findings, including those presented in Table 3, collectively emphasize the significance of computer literacy as a crucial skill for students in the 21st century. The reported learning experiences of students align with Sarah J. Smith et al.'s (2019) [16] study, indicating that computer literacy training enhances understanding and problem-solving abilities. Similarly, Ashley J. Jones et al.'s (2019) [17] research underscores the relevance of computer literacy in comprehending and applying concepts across subjects. The positive impact on students' self-esteem resonates with Sarah J. Smith et al.'s (2019) [16] findings, emphasizing the development of essential 21st-century skills through computer literacy. Additionally, the ability of students to apply learned knowledge to their studies and other activities is consistent with Jennifer C. Nelson et al.'s (2019) [18] observations, suggesting enhanced engagement and academic success. In summary, these findings collectively stress the importance of computer literacy training in improving students' knowledge, attitude, self-esteem, and application abilities, thereby fostering academic achievement, productive engagement, and workforce readiness.

Lastly on livelihood program, the beneficiaries from Kumintang Ibaba, SHLRV, and KALUPI rated the program as satisfactory with overall mean score of 3.18 and individual score of 3.39, 2.85, and 3.33 respectively.

The research findings and cited studies emphasize

the positive impact of livelihood programs on both the economic and social well-being of beneficiaries. These programs, as highlighted by Pour et al. (2018) [19], increase income, improve market access, and equip individuals with entrepreneurial skills, thereby promoting economic stability. Additionally, livelihood programs contribute to enhanced social well-being by boosting self-esteem and reducing vulnerability to poverty. The discussed study corroborates these findings, revealing positive outcomes such as improved business skills, increased income, and greater self-esteem among beneficiaries. Moreover, the program enables beneficiaries to enhance their living conditions and achieve greater self-sufficiency.

In summary, the higher educational institution has implemented diverse community extension initiatives benefiting various groups, including students, mothers, and faculty members. The study reveals positive outcomes across different programs, such as skills training, health education, computer literacy, and livelihood programs. The findings indicate significant improvements in skills, employment prospects, health knowledge, and economic stability among beneficiaries. These outcomes are consistent with prior research, highlighting the effectiveness of community extension programs in enhancing individuals' well-being and socio-economic status. Specifically, skills training programs received very satisfactory ratings, as did health education initiatives and computer literacy training. Livelihood programs, while varying in ratings, still demonstrated positive impacts on income generation, self-esteem, and poverty reduction.

Overall, the research underscores the importance of community extension initiatives in fostering individual development, economic empowerment, and community well-being. These programs serve as vital tools in addressing socio-economic challenges and promoting holistic growth among beneficiaries.

*Economic Impact of the LPU Batangas Community Extension Program*

The research also assessed the economic impact community extension program in terms of its ability to produce employment, augment income, improve livelihood, generate resources, and enhance the participants' economic status, as shown in Table 4.

It was observed that respondents from the four communities who received skills training were highly impacted (with a rating of 3.16). While beneficiaries of health education rated had been impacted highly with a mean rating of 3.32. On contrary, respondent's of computer literacy program only rated the program's economic impact as low impact (2.36). Lastly, on livelihood program it was rated 3.30 with adjectival rating of high impact.

Multiple studies consistently show that skills training programs positively impact beneficiaries' economic status. Nimer (2020) [13] and Borbon and Ylagan (2021) [12] found that such programs, including tourism community projects, increase income, create jobs, and enhance skills, fostering community development. Overall, these programs promote economic growth and personal development, though outcomes may vary based on training quality and available opportunities.

Meanwhile research findings on the economic impact of the health education program align with studies by Otieno et al. (2017) [20] and Sharma et al. (2019) [21], indicating positive outcomes for beneficiaries. Participants noted increased employment opportunities and income, consistent with Otieno et al.'s [20] findings. The program also enhanced beneficiaries' skills, making them more marketable, echoing Sharma et al.'s [21] research. Additionally, the program contributed

**Table 4 Economic Impact of the LPU Batangas Community Extension Program**

<b>Economic Impact</b>	<b>Gulod SHS</b>	<b>Kumintang Ibaba</b>	<b>SHLRV</b>	<b>Alangitan SHS</b>	<b>BCSES</b>	<b>Paharang SHS</b>	<b>Kalipi</b>	<b>Overall</b>	<b>VI</b>
Skills Training	2.38	3.33	3.79	3.14				3.16	HI
Health Education		3.85	3.42		2.67			3.32	HI
Computer Literacy	2.39					2.33		2.36	LI
Livelihood Program		3.57	2.96				3.36	3.30	HI
<b>Composite Mean</b>								3.04	HI

**Table 5 Social Impact of the LPU Batangas Community Extension Program**

Social Impact	Gulod SHS	Kumintang Ibaba	SHLRV	Alangilan SHS	BCSES	Paharang SHS	Kalipi	Overall	VI
Skills Training	3.31	3.61	3.90	3.41				3.56	VHI
Health Education		3.87	3.58		3.46			3.87	VHI
Computer Literacy	3.35					3.44		3.51	VHI
Livelihood Program		3.39	2.85				3.33	3.18	HI
<b>Composite Mean</b>								3.53	VHI

to poverty reduction, in line with both studies. However, the effectiveness varied concerning aspects like acquiring appliances and properties, possibly due to program focus. In conclusion, the research underscores health education programs' positive effects on employment, skill enhancement, and poverty reduction among beneficiaries, emphasizing the need for tailored program design for comprehensive economic improvement.

Moreover, a study by Smith et al. (2019) [22] revealed a different result which found that computer literacy programs had a high impact on the beneficiaries by generating employment. However, it can be inferred from the current study that the beneficiaries were students who wanted to pursue education instead of employment. Despite the limitations, the findings of the study suggest that computer literacy training can be a valuable tool for improving the economic status of students. However, it is important to design programs that are specifically tailored to the needs of the target audience. For example, a program that is designed to help students find jobs or improve their livelihoods is likely to have a stronger impact than a program that is simply designed to teach computer skills.

Lastly, the economic impact findings of the livelihood program are consistent with existing literature. The Sustainable Livelihood Program in the Philippines and the International Food Policy Research Institute both highlight the positive effect of such programs on household income, expenditure, poverty reduction, and food security. Additionally, the study underscores the program's empowerment of women, who benefit more significantly, likely due to their marginalized status in the labor market and limited income opportunities. Overall, the livelihood program serves as a valuable tool for improving the economic status of low-income households, creating employment, boosting income, enhancing food security, and

empowering women towards economic independence.

In summary, the study highlights the varied impacts of community extension programs. Skills training and health education programs received high ratings for their positive economic effects, while computer literacy programs were rated lower. However, the livelihood program demonstrated significant economic empowerment. Research supports the positive outcomes of skills training and health education programs, emphasizing the need for tailored approaches to meet beneficiaries' diverse needs effectively. While computer literacy programs show potential, aligning program objectives with beneficiaries' goals is crucial for maximizing impact. Moreover, existing literature underscores the economic benefits of livelihood programs, especially in poverty reduction and empowering marginalized groups like women. In conclusion, community extension programs play a vital role in improving economic status and fostering community development. Tailored program designs and ongoing evaluation are essential for ensuring sustainable socio-economic progress.

*Social Impact of the LPU Batangas Community Extension Program*

The study also evaluated the social impact of higher educational institution's community extension programs. It was revealed that skills training, health education and computer literacy very highly impacted the beneficiaries with a mean scores of 3.56, 3.87, and 3.51 respectively. Meanwhile livelihood program only highly impacted the respondents with a mean score of 3.18. Overall, the social impact of CEPs scored 3.53 which adjectival rating of very high impact.

The research findings on skills training align with studies by Gómez-Restrepo et al. (2016) [23], Kemp and Tonts (2007)[24], and McKenzie and Wood (2007) [25], indicating that skills training programs positively affect beneficiaries' social well-being. Participants reported

increased self-esteem and confidence, consistent with Gómez-Restrepo et al.'s [23] findings. The program also fostered volunteerism and camaraderie, as noted by Kemp and Tonts [24]. Beneficiaries' heightened participation in community activities mirrors McKenzie and Wood's findings [25]. However, the impact on health and nutrition varied among programs. Overall, the research supports the positive social effects of skills training programs, though effectiveness may differ based on program specificity and beneficiary needs.

Meanwhile, the research findings on the social impact of the health education program are consistent with previous studies by Awasthi et al. (2017) [26], Henderson and Arai (2013) [27], and Patel and Shah (2016) [28]. These studies collectively show that health education programs positively influence beneficiaries' social well-being, leading to increased social capital and stronger social networks. The program also reduces social isolation and fosters community connection, aligning with research highlighting the correlation between social capital and health. Additionally, beneficiaries reported improved self-esteem, which correlates with better health outcomes. The program also enhances beneficiaries' ability to make informed decisions and encourages volunteerism, echoing previous findings. Overall, the research suggests that health education programs positively impact beneficiaries' social well-being by fostering relationships, reducing isolation, boosting self-esteem, and promoting community engagement, contributing to improved health outcomes.

Moreover, the research findings on computer literacy align with related studies emphasizing the positive influence of computer literacy training on the social well-being of young people. Beas et al. (2006) [29] illustrated how such training enhances young adults' sense of belonging, self-efficacy, and stress management. Njoki et al. (2013) [30] highlighted its role in promoting social inclusion among disadvantaged youth. These studies underscore the significance of computer literacy training in bolstering social well-being, corroborating the current research's findings. The program notably enhanced beneficiaries' decision-making abilities, promoted volunteerism, elevated self-esteem, fostered interpersonal connections, and encouraged camaraderie. Moreover, it positively impacted beneficiaries' health and nutrition.

Lastly, The findings of the study on the social impact of livelihood programs by the LPU-Batangas Community Extensions Office align with existing literature on the topic. Studies by Eswaran, Goyal, and

Vishwanathan (2011) [31], Quisumbing, Maluccio, Haddad, Hoddinott, and Alderman (2006) [32], and Kabeer (2005) [33] similarly demonstrate the positive effects of livelihood programs on social capital, women's empowerment, and other social outcomes. Eswaran, Goyal, and Vishwanathan (2011) [31] found that such programs increase social trust and cooperation. Quisumbing, Maluccio, Haddad, Hoddinott, and Alderman (2006) [32] observed enhanced women's empowerment through increased resource access and decision-making power. Kabeer (2005) [33] highlighted improvements in women's social status through expanded social networks and community engagement. The LPU-Batangas study reinforces these findings, indicating positive impacts on productivity, decision-making, volunteerism, self-esteem, confidence, health, nutrition, and camaraderie. These results underscore the effectiveness of livelihood programs in promoting social development and improving the lives of individuals in poverty.

In conclusion, the LPU Batangas Community Extension Program (CEP) has demonstrated significant social impact across various initiatives. The study reveals that skills training, health education, and computer literacy programs have highly impacted beneficiaries, fostering self-esteem, community engagement, and social capital. While the livelihood program also shows a positive impact, it rates slightly lower in comparison. The research findings align with existing studies, indicating that skills training enhances beneficiaries' social well-being by boosting confidence, volunteerism, and community participation. Health education programs similarly contribute to improved social connections, informed decision-making, and reduced isolation among beneficiaries. Additionally, computer literacy training plays a crucial role in promoting social inclusion, decision-making abilities, and interpersonal relationships among young people. Furthermore, the study underscores the positive social effects of livelihood programs, as evidenced by enhanced social trust, women's empowerment, and community engagement. These findings emphasize the importance of CEPs in promoting social development and improving the lives of individuals, particularly those in poverty.

In summary, the LPU Batangas Community Extension Program exemplifies a commitment to social impact, as evidenced by its diverse initiatives and positive outcomes across skills training, health education, computer literacy, and livelihood programs. These efforts contribute to building stronger

communities, fostering social cohesion, and empowering individuals towards a better quality of life.

*Action plan to Enhance the Impact of the Community Extension Program*

The higher educational institution has implemented a range of community extension programs to serve the needs of the local population and the following strategies are recommended based on the results gathered. The first program focuses on "Skills Training." It is recommended to start it with a thorough needs assessment to identify specific skill gaps within the community. Based on the findings, the institution should develop relevant and practical training modules to address these gaps effectively. To facilitate employment opportunities, collaborations with local industries are established, providing job placements for the trainees. The effectiveness of the training is closely monitored and evaluated, ensuring its positive impact. Continuous support and mentorship are provided to trainees to help them succeed in their chosen skill areas.

In addition to skills training, the institution also runs a "Health Education" program. This initiative aims to raise awareness and knowledge about priority health issues in the community. By identifying these pressing concerns, the institution is recommended to design engaging health education materials that effectively disseminate vital information. Furthermore, workshops and awareness campaigns are organized to reach a wider audience. Students are actively involved as health ambassadors, enabling peer-to-peer communication, and fostering community engagement. To strengthen the impact of health education efforts, partnerships with local health agencies should be forged, promoting collaboration and collective efforts in addressing health challenges.

Recognizing the importance of digital skills in today's world, the institution has also introduced a "Computer Literacy" program. The program should begin with an assessment of the community's computer literacy needs. Based on the assessment, a structured curriculum is designed to cater to learners of different levels. Collaboration with local institutions facilitates resource sharing, creating a more comprehensive approach to computer literacy. Regular monitoring ensures the program's effectiveness, enabling continuous improvement. Furthermore, the program provides technical assistance and follow-up support, ensuring that community members develop essential digital skills that can positively impact their lives and open new opportunities.

Moreover, the institution recognizes the significance

of economic empowerment through its "Livelihood Program." To ensure the success of this program, the institution is recommended to conduct thorough market research to identify viable livelihood opportunities for the community. Sustainable livelihood models are then developed, empowering individuals with the means to improve their economic well-being. Seed funding or microloans are provided to support the launch of these livelihood initiatives. Additionally, the program offers training in financial management and entrepreneurship to equip participants with the necessary skills for successful business ventures. Regular monitoring ensures the progress and sustainability of these livelihood initiatives, and ongoing support is offered to help community members thrive in their chosen livelihoods.

Overall, these community extension programs should reflect the institution's commitment to holistic development and meaningful engagement with the local community. By incorporating needs assessments, relevant curriculum development, industry collaborations, ongoing monitoring, and strong community engagement, the institution will be able to enhance the delivery and impact of its extension programs, contributing significantly to the socio-economic development of the communities it serves.

**Table 6 Action plan to Enhance the Impact of the Community Extension Program**

Programs/Projects/Activities	Strategies	Performance Indicator	Office Primary responsible
Skills Training	Conduct Needs Assessment	Needs Assessment are conducted	Community Extension Office
	Creation of Practical Training Modules	Practical Training Modules are created	Community Extension Office, Colleges, and its faculties
	Job Placements	Participants are hired	Career Development Office
	Mentorship	Participants are Mentored	Colleges, and its faculties
Health Education	Raise awareness and knowledge about priority health issues	Awareness and knowledge are raised on priority health issues	Community Extension Office, Colleges, and its faculties
	Design engaging health education materials	Health Education materials are designed	Community Extension Office, Colleges, and its faculties and students
	Workshops and awareness campaigns	Conducted workshops and awareness campaigns	Community Extension Office, Colleges, and its faculties and students
	Partnership with Local Health Agencies	Local Health Agencies partnerships are forged	Community Extension Office
Computer Literacy	Assessment of Computer Literacy Needs	Computer Literacy Needs are assessed	Community Extension Office
	Design Structured Curriculum	Structured Curriculum are designed	Community Extension Office, Colleges, and its faculties
	Collaboration with Local Institutions	Local Institutions Collaboration	Community Extension Office
	Regular Monitoring	Monitored outcomes	Community Extension Office, Colleges, and its faculties
Livelihood Program	Conduct Market Research	Market Research are conducted	Community Extension Office
	Development of Sustainable Livelihood Models	Sustainable Livelihood Models are developed	Community Extension Office, Colleges, and its faculties
	Seed Funding or Microloans	Funding are given	Community Extension Office, Colleges, and its faculties, and Finance Office
	Training on Financial Management and Entrepreneurship	Participants are trained on financial management and entrepreneurship	Community Extension Office, Colleges, and its faculties
	Regular Monitoring	Monitored outcomes	Community Extension Office, Colleges, and its faculties



## **Conclusions and Recommendations**

Respondents evaluated the Program outputs of Community Extension Programs at Lyceum of the Philippines University – Batangas, finding skills training and livelihood programs to be satisfactory, while health education and computer literacy programs were rated very satisfactory. Moreover, respondents assessed the community extension programs based on skills training as having high economic and social impact, with health education and livelihood programs receiving even higher ratings of impact. However, computer literacy programs were perceived to have a lower economic impact but still garnered a high social impact rating. In response to these findings, an action plan is proposed to further enhance the impact of the community extension programs at Lyceum of the Philippines University – Batangas. This plan aims to address areas of improvement identified through the assessment, ensuring that the programs continue to meet the needs and expectations of the community effectively.

Based on the findings and implications of this research on the impact of community extension programs in a private higher educational institution in the Philippines, there are valuable recommendations that can be adopted by universities to enhance their community engagement efforts. Additionally, future researchers should consider certain key strategies to assess program outcomes concerning social and economic impact, while conducting comparative studies between private and public higher educational institutions. Firstly, universities should recognize the significance of community extension programs and incorporate them into their institutional framework. By integrating community extension as a core component of their mission, universities can commit to addressing societal needs and fostering social responsibility among students, faculty, and staff. This approach allows for sustained and long-term engagement with communities, ensuring that the programs have a lasting impact on community development. Secondly, universities should leverage partnerships and collaborations with local industries, government agencies, and community organizations. By forming strong alliances, universities can tap into diverse resources and expertise, enriching the quality and scope of their community extension programs. Collaborative efforts also facilitate the transfer of knowledge and technology, leading to more effective and relevant program outcomes. For future researchers, it is essential to adopt rigorous methodologies when assessing program outcomes in relation to social and economic impact. Utilizing mixed-

method approaches, including quantitative data analysis and qualitative assessments such as focus groups and interviews, will provide a comprehensive understanding of the program's effects on the community and individuals. Additionally, longitudinal studies can offer insights into the long-term sustainability and effectiveness of the programs, helping universities make data-driven decisions for program improvement. Future researchers should consider comparative studies to compare the impact of community extension programs between private and public higher educational institutions. By selecting similar programs from private and public universities and analyzing their outcomes, researchers can identify each approach's unique strengths and weaknesses. Such comparative studies contribute to a better understanding of the varying dynamics and contexts under which community extension programs operate, guiding universities in tailoring their strategies to suit their specific environments.

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