



Evaluating the Impact of the ‘Gabay at Aral sa Tagumpay’ Project in a Laguna Community, Philippines

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Abstract : This study aimed to evaluate the impact of the Gabay and Aral sa Tagumpay project of the School of Education, Arts, and Sciences (SEAS) with assistance from the Community Extension Services Department (CESD). Specifically, it delved into the planned and unanticipated impacts of the project; the gaps between planned and unplanned results; and issues and concerns about the project's execution. The residents of Masili, Bagong Kalsada, and Sucol, in Calamba City, Laguna, were the respondents. This study employed the mixed method research design. Interviews were conducted with fifteen (15) respondents and self-made survey was administered for the project participants who were enrolled in the Alternative Learning System (ALS) program. The researchers interviewed each participant individually, focusing on their experiences during the project implementation. The findings revealed that the respondents expressed gratitude for the chance to participate in the ALS program and the volunteer students based on the qualitative and quantitative data. Moreover, the service delivery was also successful. Regarding their experience, the respondents were appreciative of the chance to receive the knowledge that the project has offered, which was beneficial. The study recommended that the college should keep up its efforts to encourage volunteers and assist individuals in reaching their objectives, particularly those pertaining to education.

Keywords: Alternative Learning System (ALS) program, education, volunteer students

I. INTRODUCTION

The main area of higher education that supports research and instruction is the extension program. Each student who completes the institution's community-based higher education programs gains concrete, steady mental, spiritual, and emotional skills. It is a tool that has an impact on society and is crucial to knowledge acquisition. The primary objective of community extension is to guarantee development and any changes in the community while also assisting everyone in improving their quality of life (Magnaye & Ylagan, 2021). The school and the community where they collaborate can benefit from the community extension service by having more volunteers. Uy and colleagues (2023) examined the community's needs at the City of Bukidnon's Barangay Bangcud, Malaybalay. This study employed a combined quantitative and qualitative methodology, and the respondents, who were between the ages of 18 and 24, completed a survey and questionnaire. According to the results, some people were able to complete ALS, while others were able to get employment as laborers. These aided in the development of their ideas of food safety, management, cleanliness, organization planning, and finance and economics. They also learned more about human rights and violence, and they became more conscious of their own development.

These projects help the college fulfill its purpose, mission, and vision in the context of community and extension services. In their research, Caingcoy and researchers (2021) used a case study design. The program has been successful, according on data collected from ALS teachers and subjected to thematic analysis. Teachers influence the lives of their students by imparting the skills they acquire to them. In the province of Cotabato, Flores (2022) used both quantitative and qualitative methods to learn about the issues that ALS teachers face, including the absence of learning resources and facilities, challenges in incorporating learning skills, student absences from class, and the assistance they receive from the local government.

According to Pascual and colleagues (2020), they used a qualitative design to study the challenges and experiences of students with ALS. Six ALS students were gathered, and an online survey was conducted. After analyzing their data, they discovered that education is a means of taking care of their family and state. They also discovered that time management is crucial for managing responsibilities in other areas of life, and that students are motivated to work hard, be patient, and persevere in order to complete their education and get past obstacles in life.

In response to the College's vision that the primary goal of said program is to be Colegio de San Juan de Letran's way of helping people get out of poverty and provide other services related to health, socialization, economy, and cultural preservation by extending help to their community, the School of Education, Science, and Arts project took part in the management of the Community project and extension to their neighboring school, Barangay Masili. The initiative that pushed the teachers and students to learn more about the cognitive growth of individuals involved was successful.

The descriptive study conducted by Arciosa and colleagues (2022), the study focused on assessing the impact of the lack of literacy and numeracy of specific individuals who showed their success in some selected localities in Tacurong City. The result showed that the score of the post-test increased compared to the pre-test of the two groups, OSY and ALS. The results of the literacy and numeracy programs were similar and encouraging. Because of the outcome of the said program, which helped a lot in the development of everyone, not only in being professional but also in socializing. Therefore, it is suggested that it would be even more desirable to attract a larger number of participants despite the limitations of the study.

The project's declared goal was to assist local residents enrolled in the Alternative Learning System (ALS) in concentrating on their education. with the Brgy officials. Masili and a few Letran Calamba members also talked about the issues of ALS, including student financial difficulties and a teacher shortage. Additionally, a study of Letran students and Brgy leaders revealed certain demands. Education was determined to be one of the region's needs. It is one of the ways that the people of the barangay can help the students have a bright future so that they can go to college and get a decent career. This is one of the goals set for 2020 and the conclusion of the planning process until it was implemented and became successful.

In 2015, the Community Extension Services Department (CESD) of Letran Calamba carried out a needs assessment to determine the requirements of the residents in Masili. Students from the Colegio and representatives conducted a survey in the locale, Education was deemed significant by Letran students and local representatives, according to the survey, and this was one of the Colegio's goals. Residents of the barangay have also come up with this solution as a way to make education more accessible to local youth and adults. For the barangay residents, this marked the start of the project so they could learn more and pursue further education.

II. OBJECTIVES OF THE STUDY

In general, the initiative of the School of Education, Science, and Arts' educators as well as volunteers and project participants led to this study's focus on the effects of the implementation of the project Gabay at Aral sa Tagumpay in Barangay Masili. Moreover, the study seeks to accomplish the following objectives:

- Identify the impacts of the project as planned.
- Identify the impacts of the project not according to plan;
- Determine the gaps (planned and unplanned) and;
- Describe the issues and concerns in the implementation of the project.

Theoretical framework

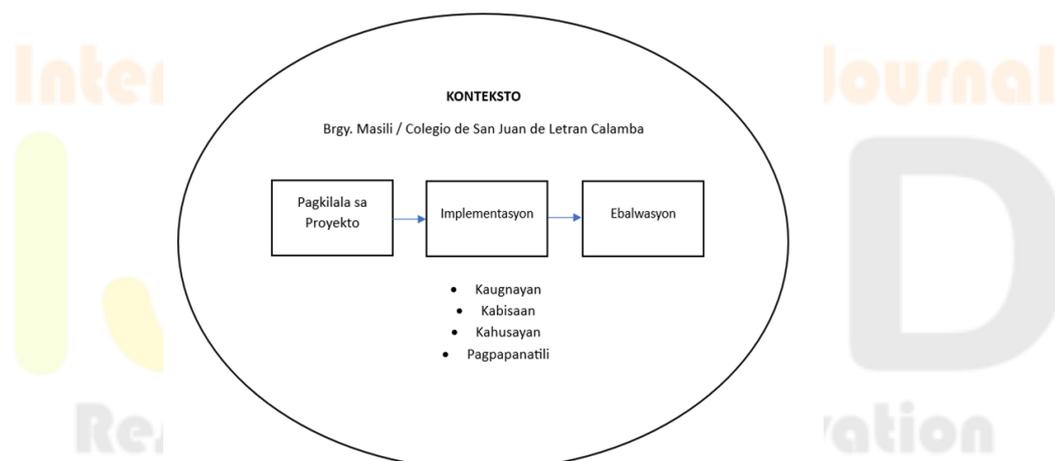


Figure1. Conceptual Framework of the Study

According to the framework, the impact of the community extension project in Barangay Masili during the 2016–2021 school year was theoretically assessed by the research. After evaluating its implementation, shortcomings in the project's planning and execution are found.

III. RESEARCH METHODOLOGY

The methodology section outline the plan and method that how the study is conducted.

3.1 Research Design

This study utilized the mixed method research design. To address research problems, a mixed method design incorporates aspects of both qualitative and quantitative research techniques. Because mixed approaches include the advantages of both quantitative and qualitative research methodologies, they can help provide a more comprehensive picture than either one alone. It is frequently employed in social science, behavior, and health research, particularly in many areas of study (George, 2021). To determine how the students felt about their experience after completing the ALS program was the aim of this study, which employed both qualitative and quantitative research methods.

The process of gathering and evaluating numerical data is known as a quantitative design. Additionally, it can be used to investigate cause-and-effect correlations, identify common trends, generate forecasts, and extrapolate findings to a larger population (Bhandari, 2020). Moreover, by examining people's behavior and social structure, qualitative research seeks to comprehend people's perspectives and obtain insights from their experiences. People's beliefs and emotional reactions serve as the foundation for data in efficacy studies (Girardin, 2023).

3.2 Population and Sample

Residents of Masili, Bagong Kalsada, and Sucol, three barangays in Calamba City, Laguna, where the Gabay at Aral sa Tagumpay project was administered, were chosen as study participants. In the aforementioned study, interviews were conducted with fifteen (15) respondents. Ten (10) of the respondents were interviewed via Facebook Messenger video chat, and five (5) were questioned in person. It should be mentioned that there is a cap on the number of responders because some have relocated, and some of the interviews are limited to those provided by the captain regarding the project in question.

Convenience sampling is the technique the researchers employed to choose the participants. It is a technique for most effectively including individuals in a population or sample. This can be attributed to the participant's willingness to participate in a study, their capacity to attend at the designated time, or their local vicinity. Both qualitative and quantitative research frequently employ this methodology.

Convenience sampling is a straightforward and honest method of gathering data as compared to other sample strategies. Easy and simple frequently go hand in hand. This kind of sampling is frequently employed in studies and is independent of chance. The researcher chooses participants who are easily reachable by using this sampling technique (Fleetwood, 2024).

3.3 Data Sources

This study's primary emphasis was Barangay Masili in Calamba City, Laguna. The location map of Barangay Masili, Calamba, Laguna. The primary tool in this study is the researchers, who work with the Guidance and Lessons for Success project volunteers. The researchers' primary responsibilities were to examine the data that had been recorded and devote a considerable amount of time to questioning the volunteer and studying Colegio de San Juan de Letran Calamba students.

Data for qualitative research comes from a wide range of sources. Data for qualitative research is gathered in a variety of ways. It's interesting to note that the researcher himself is one way to collect this data. For this reason, the majority of specialists view the researcher as a tool (Mbaleka, 2019). For the study, the researchers came up with five (5) questions. The participants' experiences with the Alternative Learning System (ALS), its effects on their lives, and how it benefited not just them but also their families and communities were the main topics of the interview questions. Virginia Tech (2023) claims that the use of interviews aided in the exploration, comprehension, and explanation of the participants' beliefs, actions, and experiences. In order to extract more detailed information, interview questions are typically open-ended.

3.4 Research Instrument

The researchers employed a survey questionnaire with items that assessed the study's impact and goals in order to conduct the quantitative portion of the study. A 5-point Likert scale is used to score the survey. According to McLeod (2023), the Likert scale typically offers five responses to a statement or question, enabling respondents to express how strongly they agree or disagree with the assertion. Experts have examined and verified the validity of the statements used in the Likert scale. The survey questionnaire's remarks from the researchers are in line with the goals of the study. The statements centered on people's agreement to take part in the Gabay and Aral sa Tagumpay , a Letran Calamba project.

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3.5 Data Collection

In order to obtain clarity and give the participants a chance to voice their perspectives, the researchers developed questions for the qualitative portion of the study that centered on their experiences and viewpoints during the project. Additionally, the questions pertaining to the qualitative aspect were reviewed and validated by experts.

What were the impacts of the project Gabay at Aral sa Tagumpay of Letran in your life? (Anu-ano ang mga naging impak ng proyektong Gabay at Aral sa Tagumpay ng Letran sa inyong buhay?)

How has this helped you in meeting your needs and in your community? (Paano po ito nakatulong sa pagtugon sa mga pangangailangan niyo sa inyong komunidad?)

How much did the program of Letran helped in the development of yourself, family and your community? (Gaano kalaki ang tulong ng programa ng Letran sa pag-unlad sa iyong sarili, sa pamilya at sa komunidad?)

What do you think were the main factors that contributed to the success and how did it affect your life? (Ano sa palagay niyo ang mga pangunahing salik ang nakatulong sa inyo sa tagumpay at paano ba ang tuluyang naging epekto sa buhay niyo?)

What else would you suggest to maintain and make Letran’s project with the ALS successful? (Ano pa po yung mga mamumungkahi niyo para mapanatili at maging matagumpay ang proyekto ng Letran kasama ang ALS?)

IV. RESULTS AND DISCUSSION

The data was collected by the researchers using questions about the impact of the Gabay at Aral sa Tagumpay project. Additionally, the researchers collected information by asking interviewees about their experiences related to the project in issue. Additionally, the researchers came at the following conclusions after analyzing the data they had gathered.

4.1 Impact of Project as Planned

Impact of the Project as Planned

Table 1.1 Description of the Overall Evaluation of Gabay at Aral sa Tagumpay Project

Item Statement	Mean	nterpretation
1. Ang proyektong Gabay at Aral sa Tagumpay ay naging daan sa aking pagtatamo ng karagdagang edukasyon.	4.40	Sobra ang impak
2. Ang paglahok sa proyektong Gabay at Aral sa Tagumpay ay nagbigay- daan upang magkaroon ako ng magandang hanapbuhay.	4.07	Sobra ang impak
3. Ang proyektong Gabay at Aral sa Tagumpay ay nag-ambag sa aking personal na pag-unlad at pagbuo ng kumpiyansa sa sarili.	4.07	Sobra ang impak
4. Ang proyekto ay nagkaroon ng malaking impluwensya sa aking mga pang-akademikong gawain.	4.20	Sobra ang impak
5. Sa pangkalahatan, nasivahan ako sa epekto ng proyektong Gabay sa Aral at Tagumpay.	4.13	Sobra ang impak
6. Iminumungkahi ko ang proyektong Gabay sa Aral at Tagumpay ng Letran Calamba na maisagawa na sa ibang Barangay na may kahalintulad na sitwasyon.	4.33	Sobra ang impak
KABUUAN	4.20	Sobra ang impak

Table 1.1 displayed mean, among respondents was 4.20, as seen in the above table, which was considered as “Very Impactful.” In accordance with Magnaye and Ilagan's (2021) study, which examined a university's community extension program. Based on the results, the university's programs are effective, and this will serve as the foundation for developing more strategies related to these programs.

According to item 1, it had the highest mean of 4.40, meaning "Very Impactful". The study by Linares and Deocarís (2018) concentrated on developing policies that help students in higher education become responsible and caring citizens. The level of information regarding marriage, community, and lifestyle is only somewhat developed. The data indicates that only regulars and a small percentage of respondents performed well on the project. The role of high school extension in the learning process was also required, and students applied their expertise to solve the issues they encountered.

The statement in item 6 received a score of 4.33, interpreted as “Very Impactful”. A successful extension program, so the saying goes, starts with a clear goal that forms the basis for defining the work process and projecting how it will be carried out. To address the different demands and difficulties in a community's life, community extension was developed. Through the agreement, government officials, non-governmental groups, and company owners united and supported one another in assisting the locals in making enough money for themselves (Corpuz et al., 2022).

With a mean score of 4.20, the statement in item 4 was deemed to be “Very Impactful”. The goal of the extension service is to assist community members in becoming capable, moral citizens. In a world that is evolving and appreciates education, it is crucial that people have the option to select their own educational path while also boosting the rural economy.

According to Corpuz, et al (2022), service extension is a comprehensive reporting of activities aimed at achieving the objectives of the recipients. In agreement with Pizaña et al (2021), they emphasized that the purpose of extension projects is to disseminate information to improve the lives of everyone and shape that their vision can lead to learning in through the initiative of those in the extension program. The extension program helps students to learn and gain knowledge that is not only available in the four corners of every room but that leads to social and personal development.

Moreover, the item statement 5 was interpreted as “Very Impactful”. According to Corpuz and his colleagues (2022), community extension advocates must make sure that the program's beneficiaries are completely happy. Over time, the extension service provided valuable insights into their commitment and ambition. Research was carried out by Salazar (2022) to assess the effects of the extension initiatives that the Camarines Sur Polytechnic Colleges had put in place in a number of partner barangays and towns in the Rinconada Area of the Bicol Region, Philippines. Community extension was deemed satisfactory by the research in the areas of livelihoods, computer literacy, health education, advocacy, and skill training.

In addition, this program has a positive social and economic impact. However, the analysis of the result paid attention to its social and economic impact.

The statements with a mean of 4.07 in items 2 and 3 was highlighted as “Very Impactful”. In the context of the new normal, it is crucial for extension project executors to come up with innovative approaches to complete their work, according to Pizaña and other academics (2021).

The availability of seminars, workshops, and capacity building, as well as extension programs and projects, must be preserved or training skills will be developed. The extension program helped spread the value of citizenship in a way that could not be done in a classroom, according to a study by Llenares and Deocarís (2018). A wider process and the introduction of fresh ideas and viewpoints can be facilitated by this kind of interaction. As a result, community members or stakeholders ought to be able to make wise choices that will enhance their existing circumstances and gain a thorough comprehension of significant subjects.

Based on the results, the respondents expressed satisfaction and effectiveness with the way the School of Education, Science, and Arts' Gabay at Aral sa Tagumpay project was implemented.

4.1.1 Experience of the participants

According to the respondents, the Guidance and Lessons in Success project was meaningful and very helpful. Almost all of them stated that this Letran Calamba project was beneficial to them in reviewing the ALS program which led to their graduation from the program. With the help of the program, the respondents had an interest or desire to go back to school when almost all of them stopped studying when they were still in elementary school and one of them shared that “Ahh... kumbaga nabuksan po ulit yung mga kaisipan naming sa pag-aaral then dun sa... ayun nga po sa ALS... tsaka nagpapatuloy po naming yung sa pagtigil ng pag-aaral po”. According to one participant, they are grateful for the program because it gave them the opportunity to work.

“Sobra po eh.. kasi sobrang proud ako na nakapagtapos ako ng ALS eh... kasi... kung hindi rin talaga dahil sa inyo hindi ako makapag work... kasi dito satin need ng certifica Ipinahayag din ng isa sa mga tagatugon na hindi raw natatapos ang paglalakbay ng edukasyon sa pamamagitan lamang ng pagdalo sa programa ngunit mas higit pa rito gaya ng kanyang binanggit “...ang impact po sakín ay pakiramdam ko po na hindi pa noon matatapos... tapos po... naging... gusto ko po ay makapagtapos po talaga ng pag-aaral.”

Given that the project was completed five years later, the following is only proof of the respondents who will be looking at the overall mean. With mean total scores of 4.40 and 4.75, respectively, Statements 1 and 2 are included.

4.2 Impacts of the project not according to the plan

The operational strategy states that the project's objective is to assist students in completing the ALS program by providing them with project assistance and Success Lessons. Nevertheless, there were instances in which respondents' testimony was not permitted as intended. One of the goals is to assist the students in completing the program so they can obtain employment related to their ALS course.

Some of them, including sewing, welding, hairdressing, and electrical, are related to the courses they took. But for a variety of reasons, many of the participants were also unable to work according to their training. Some of them had to care for their kids while working in jobs they weren't used to. In addition, other people simply kept going to school, enrolling in TESDA, in hopes of getting a better career. Among the experiences that the respondents recounted are “...hindi na rin po ako nakapag-aral kasi may mga anak po ako... gusto ko rin po mai-apply yung natutunan ko sa ALS. Parang TESDA po kasi yun sir, sa mananahi po ako tapos siya naman po sa hairdressing. Hindi po namin nai-apply agad ang natutunan namin kasi may mga anak po kaming nag-aaral.” and “nung mag-assessment po kami eh hindi po natuloy... kaya ayon sir tricycle driver po ngayon.”

4.2.1 The gaps (planned and unplanned)

The Gabay at Aral sa Tagumpay project was created by the School of Education, Arts, and Sciences (SEAS) to provide students with teaching and review in order to further strengthen their education and lifestyle while participating in the ALS program. Long-term efficacy will be demonstrated by the mean program effectiveness's quantitative score and the qualitative. As a result, the goal was accomplished, excluding a few areas that needed improvement.

4.3 The issues and concerns in the implementation of the project

According to the interview with the respondents, the following issues were brought up during the process:

1. Encourage out-of-school youth to take part by going door-to-door or visiting their homes;
2. To provide a variety of activities that will encourage students;
3. To invite educators and lecturers who can motivate kids to learn and offer financial aid to those who are struggling;
4. To increase the number of volunteers who are part of the Colegio's extension service in order to assist areas with comparable needs.

This study aims to evaluate the Gabay at Aral sa Tagumpay project's effects from 2016 to 2021. Both parties concurred that the students in the ALS program would gain from the involvement of the volunteers and the people in Barangay Masili. With the concerns and suggestions made by volunteers and students, the Colegio should keep in mind that this research can serve as a launching pad to broaden its services and connect with more individuals who are receptive to learning. This results from the group's lack of social rights. Additionally, participants have demonstrated the project's efficacy through the annual training evaluation, as indicated by the overall mean.

V. CONCLUSION

The study's quantitative (mean score) results demonstrated the project's effectiveness program as well as the qualitative outcomes (interviews). Consequently, even if there was a legitimate gap in the aspect, the goals were met. The following findings are presented as follows:

1. The project was deemed successful by the respondents and that the project was beneficial for them;
2. There were instances where the results from the respondents' testimony did not follow as planned.
3. The project's goal is to assist ALS students in graduating and finding employment based on the courses they completed. To further develop the program, implementers can work closely with students, training and reviewing them in advance of the ALS program.
4. The Colegio can use targeted activities, motivational speakers, and door-to-door advertising to draw in additional out-of-school youth.

VI. RECOMMENDATIONS

From the study conducted by the researchers, what can be suggested are as follows:

1. The researchers recommend that the college encourage more students to volunteer for initiatives like the said project to aid the out-of-school youth.
2. The researchers recommend that the program be improved and expanded in order to offer direction to students participating in the ALS program according to the needs of the students.
3. To encourage more out-of-school youth to pursue the ALS program so that they are able to attain jobs.
4. The researchers suggest to continue or improve this study to better provide reliable results and recommendations for future projects.

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