

Community Needs Assessment as Basis for the Extension Program of Philippine College Foundation

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Abstract

Philippine College Foundation (PCF) has been working to enhance the quality of life of people in the community by delivering practical, relevant, and responsive extension programs. Community extension services facilitate collaborative effort and volunteerism between schools and their surrounding communities. This study examined the needs of the community in Barangay Bangcud, Malaybalay City, Bukidnon. Specifically, the survey aimed to ascertain the demographic profile of respondents and assess community needs. This study employed a descriptive mixed method that included a survey questionnaire and interviews with key informants. The study revealed that most of the respondents are between the ages of eighteen and twenty-four, have completed elementary school, and are employed as laborers. The majority of respondents have their own houses, but only a few have toilets. The community highly needs livelihood and financial literacy projects, organizational planning and management, and food safety and hygiene. Moreover, they have high necessity in terms of education, parenting, and awareness of human rights and violence. The study recommends that the institution and the Barangay Bangcud local government unit collaborate to provide projects that could meet the identified needs of the community. In addition, it is recommended that a strong linkage be established with the concerned agencies to ensure the success of the projects.

Keywords: Needs Assessment, Education, Food Safety, Human Rights, Livelihood, Organizational Planning.

1. Introduction

State Universities and Colleges (SUCs) in the Philippines were given a role to become centers of research and development and extension services of the country. They serve as the prime mover of nations' socio-economic growth and sustainable development (CHED M.O. No. 32, s. of 2005). This initiative is motivated by its pursuit to encourage human growth while preserving and protecting the environment. Mental, physical, and financial were among its

purpose. Involvement is necessary to enhance the voice of the people in the community and make the government more responsive to their needs and desires.

Philippine College Foundation (PCF) has a four-fold function as a higher education institution in the country. These include instruction, research, extension, and production. As one of the four-fold functions, community extension creates an environment that could foster collaborative effort and volunteerism. The faculty, students, and staff of PCF have been working together to effectively deliver practical, relevant, and responsive extension programs for the people in the community to improve their quality of life.

Extending community services through education is a powerful tool for societal change and, to a great extent, provides solutions to the problem. These problems may include economic, social, cultural, political, moral, environmental, and educational. Through the application of technology/knowledge in various extension programs of HEIs, the productivity of our country is enhanced, which could be manifested in the reduction of unemployment and poverty. These could be feasible through a needs assessment that aims to determine the needs and issues of the community.

Needs assessment is a systematic procedure that involves looking at a population or community to determine the current state of its resources, including its knowledge, skills, interests, and approaches that are relevant to the assessment's main concern, goal, or aim (Borbon, 2020). The efficient implementation of a project and the ultimate development of more robust community extension programs would both be facilitated by an understanding of the needs of a community. As the spark that ignites the improvement of their community life, assessing the local community's needs is a crucial component of community development.

Indigenous communities that have been relocated from their traditional communities and that have lost access to their land, natural resources, and other assets are likely to bear the burden of material poverty as well as sociocultural deprivation (Porquis, 2017). The tribal group found in Zone 1-Mexico, Sitio Nasuli, Barangay Bangcud, was relocated by the local government. Based on the initial talk with the residents, they struggle to provide for their basic needs. Limited programs were conducted in their community, and most of the help they received was short-term.

This study investigated the needs of one of the communities in Bukidnon. Specifically, the study sought to determine the respondents' age, educational attainment, employment status, shelter, and toilet availability. Moreover, it assesses the needs of the community in terms of education and parenting, food safety and hygiene, human rights and violence, livelihood and financial literacy, and organizational planning.

2. Methodology

This study used a mixed-method approach utilizing both quantitative and qualitative methods to obtain information concerning the community needs in Zone 1, Sitio Nasuli, Barangay Bangcud, Bukidnon. The area is occupied by people belonging to ethnic groups such as Manobo, Tala-andig, Tigwahanon, and Umayamnon. Respondents were selected based on the initial site visit and their living conditions. The researchers used a questionnaire to gather quantitative data about their needs. It was followed by a random selection of respondents as key informants who had undergone interviews about their needs.

The researcher-made survey questionnaire was validated by experts in the field of research and extension. It has three (3) parts namely the demographic profile, five-point survey questionnaire, and open-ended questions for the interview. Qualitative data were used to enrich the results and discussion. Quantitative data gathered were analyzed using descriptive statistics such as frequency, mean, and percentages. Frequency and percentages were used to determine the demographic profile of the respondents. Moreover, the weighted mean was utilized to assess the needs of the community regarding education, food safety, livelihood, human rights and violence awareness, and organizational planning. The following scale was used during the interpretation of data:

<u>Scale</u>	<u>Range</u>	<u>Descriptive Interpretation</u>
5	4.21-5.00	Highly Needed
4	3.41-4.20	Needed
3	2.61-3.40	Moderately Needed
2	1.81-2.60	Slightly Needed
1	1.0-1.80	Not Needed

The letter to conduct the study was approved by the barangay captain and Indigenous People Representative (IPR). Before answering the survey, participants were informed about the purpose of the study. Since all participants were at least 18 years old, their participation was attested by informed consent that has been duly certified. To maintain the participants' privacy and confidentiality, their identity was concealed. The researchers recorded any potential conflicts of interest and double-checked that none existed.

3. Results and Discussion

Table 1 shows the percentage distribution of respondent demographic profiles. The obtained profile was based on the respondents' age, educational attainment and occupation, and shelter. As can be gleaned from the table there were 17 (34%) belonged to the age range of 18-24 years old. There were 14 (28%) of the respondents in the age range of 25-34 years old and 7 (14%) belonged to the age range of 45-54 years old. The respondents that fall in the age range of 55-64 years old are 6 (12%). Moreover, there were 5 (8%) belonged to the age range of 65 and above and 2 (4%) are 35-44 years old. In terms of educational attainment and occupation, 10 (20%) are elementary level, 25 (50%) are elementary graduates, 10 (20%) are high school level, and only 5(10%) are high school graduates. Furthermore, 10(20%) of the residents are employed, 23(46%) are hired labor, and 17 (34%) are not employed. The shelter or residence was determined, 39(78%) owned their house and 22 (22%) are only renting or living with other families. Out of 50 respondents, only 5(10%) have a toilet in their house and 45 (90%) have no toilet available.

Based on the results majority of the residents are young adults when compared to other age ranges. According to the study of Majee, Anakwe, and Jooste (2020), the availability of resources and opportunities are the contributing factors to young adults' decision to be involved in community activities. Results reveal that the majority of respondents had basic educational attainment when compared to those High school and college graduates. A similar finding was found that 56.67% of respondents belonging to the indigenous group in the Philippines were elementary graduates (Eduardo & Gabriel, 2021).

The majority of respondents are employed; however, they can only work during harvest season or when farm owners hire them to cultivate corn or sugarcane fields. Low-level income is noted in indigenous people (IP) communities in Bukidnon (HIRAI, 2015). They are mainly involved in farming, paid labor, mat making, fishing, hunting, honey gathering, and metalworking. The houses of the respondents are mostly owned and built by them, mainly built using wood, bamboo mats, and recycled roofs. Further, some houses are occupied by two or more families. Basic toilet facilities should be in every Filipino household; however, the current findings reveal that most of the respondents do not have toilets. Indigenous peoples (IPs) remain vulnerable to soil-transmitted helminthiasis (STH) due to limited access to sanitary toilets, clean water, quality health education, and services (Ladia, 2021).

Table 1. Percentage Distribution of Respondent's Demographic Profile

Profile Variables	Frequency	Percentage
Age		
18-24 years old	17	34%
25-34 years old	14	28%
35-44 years old	2	4%
45-54 years old	7	14%
55-64 years old	6	12%
65 above	5	8%
Educational Attainment		
Elementary Level	10	20%
Elementary Graduate	25	50%
High School Level	10	20%
High School Graduate	5	10%
Occupation		
Employed (Seasonal)	10	20%
Hired Labor	23	46%
Not Employed	17	34%
Shelter/Residence		
Owned	39	78%
Rented	22	22%
Toilet Availability		
Yes	5	10%
No	45	90%

Table 2 shows the community's needs for education and parenting. The result shows that programs related to education and parenting are highly needed by the community. Training for parental involvement in a child's learning is highly needed, with a mean of 4.98. Respondents agree that they highly need seminars on responsible parenting (4.90), programs to enhance the mastery of writing skills (4.90), mastery of reading (4.86), and mastery of the four basic operations in Mathematics (4.86). Access to basic school supplies (4.12) and stress management for parents and children (4.02) is needed. Moreover, community physical fitness activity (3.28) is moderately needed.

Table 2. Community Needs in relation to Education and Parenting

Indicators	Mean	Descriptive Interpretation
Training for parental involvement in child's learning.	4.98	Highly Needed
Seminar on responsible parenting.	4.90	Highly Needed
Mastery of writing	4.90	Highly Needed
Mastery of reading.	4.86	Highly Needed
Mastery of the four basic operations in Mathematics.	4.86	Highly Needed
Access to basic school supplies.	4.12	Needed
Stress management program for parents and children.	4.02	Needed
Community physical fitness activity.	3.28	Moderately Needed
Overall Mean	4.49	Highly Needed

Legend:

<u>Scale</u>	<u>Range</u>	<u>Descriptive Interpretation</u>
5	4.21-5.00	Highly Needed
4	3.41-4.20	Needed
3	2.61-3.40	Moderately Needed
2	1.81-2.60	Slightly Needed
1	1.0-1.80	Not Needed

Training related to parental involvement in child learning and responsible parenting is highly needed by the community. It is reflected in their desire to help their children in answering assignments and modules. However, they lacked proper training, and some were left with no choice but to prioritize their basic needs. According to Bartolome et al. (2017), Filipino parents want to be involved in their children's learning journey, yet responsibilities engrained in their culture necessitate the needs of the family before the educational needs of the child. This substantiates the statement of one respondent during the interview.

“Kami gyud diri ma'am, labaw na ang ginikanan, wala gyud natudloan ug insakto kabahin sa edukasyon. Dili ko na ika ulaw nga tubag kay mao na ang tinuod. Isip ginikanan gusto jud kayo nako motabang sa pagtoon sa akong anak. Pero usahay galisod pud mi kung unsay unahon ang pagtabang sa ilaha sa pag answer sa ilang module o mo trabaho arun naay makaon.”

(Majority of parents here in our community do not have enough education. I am not ashamed of it because that is the real situation. As a parent, I want to help my children in answering their modules; however, I have no choice but to work for them.)

Respondents are concerned about the education of their children. The current findings are consistent with Luna (2023), which revealed that ethnic groups are concerned about the education of their children; they need basic literacy programs. During the interview, one respondent emphasized prioritizing their children in literacy programs.

“Diri sa amoa kulang jud ang kahibalo pero mas mayo og unahon nalang among mga bata kay kami wala man gud mi nakahuman amoa nalang ipasiguro ang mga bata namo.”

(Most of us here in our community lack education; however, if you are going to implement a literacy program, it is better to prioritize our children.)

It was discovered that stakeholders and the Local Government Unit support indigenous education, so implementing a literacy program for them is highly recommended. Indigenous peoples are one of the marginalized groups that suffer numerous educational obstacles and academic success gaps. It should be a top priority to create specialized, culturally, and linguistically relevant educational programs for indigenous students (UNESCO, 2014).

Table 3 presents the community's needs for food safety and hygiene. As can be gleaned, respondents agree that they highly need to have a community clean-up drive (4.82), access to personal hygienic needs (4.80), and awareness of food hazards (4.76). Food safety practices for every household (4.74), solid waste management (4.72), and access to potable water are highly needed. Moreover, personal hygiene practices for every member of the community (4.70), a workshop on an alternative way to preserve food (4.66), and food contamination awareness and avoidance (4.54) are highly needed.

Based on the result, food safety is one of the areas highly needed by the identified community. It is indicated by their need for food safety practices for every household and be aware of the potential hazards of not properly handling food. In addition, they need workshops on proper ways to preserve food and ways to avoid contamination. Two of the respondents during the interview stated their lack of knowledge about food safety, particularly on food preservation and food contamination.

“Sa pila nako ka tuig nagpuyo diri kulang jud ko og kahibalo mahitungod anang food safety. Kay kung unsa ang naa sa lamesa mao rapud akong kaonon. Dili nako mamili kay basin magutman pa ko. Naay mga panahon na aduna kami makita daghan makaon sama sa isda...amo kining luto-on tanan arun makaon namo og dali kay dili mi kabalo sa pagpreserba ni ini”

(In my years living in this community, I admit that I lack knowledge about food safety. I prefer to eat what is served on the table than suffer from hunger. At times, if we have an abundant food supply, just like fish, we opt to consume it all because we do not know how to preserve it.)

“Diri sa amoa Sir kung pwede pa kaonon, among ginakaon. Dili na namo gina huna-huna kung contaminated ba kini. Kung dili pa baho puwede pa na kaonon.”

(Here in our community, we eat our food without considering if it is contaminated or not; as long as it is not yet spoiled, we eat it).

It is noteworthy to mention that a sufficient food supply is necessary and should be the first thing to consider. Because how can they practice food safety if they do not have it. Sidiq (2023) had an important note that to practice food safety within indigenous communities; there should

be continuous access to traditional food resources. Indigenous communities experience dilemmas in food insecurity as a result of forced relocation to rural reservation lands and the degradation of traditional subsistence patterns (Jernigan, 2021).

Hygiene is one of the issues in rural areas, particularly in indigenous communities needs to be addressed. Although effort has been exerted by the government, there are still communities that do not practice proper hygiene. Current findings reveal that residents of the community highly need trainings-workshop to practice proper hygiene. It is stated by one of the respondents that it is important to practice personal hygiene.

“Sa akoo kinahanglan limpyu ang imong pagkaon og lawas ba. Daku gud og tabang sa amoa kung makamata mi sa saktong pamaagi sa pag limpyo sa kaugalingon.”

(For me, it is important to have clean food and body. It would be of great help if you would enlighten us about proper hygiene of our body.)

On the positive side, some respondents are practicing personal hygiene and are using the soap that was given to them by concerned agencies. However, they are challenged by the availability of water as they need to walk a distance to fetch water from a spring.

“Naay nianhi diri naghatag sabon og tsinelas, katong sabob mao to among ginagamit pang hugas sa among mga kamot og pang ligo. Pero ang problema jud kay ang tubig... kay kailangan pa mi magbaklay og layo para makasag-ob og tubig didto sa bukal.”

(Concerned agency went here and gave us soap and slippers; we are using the soap in washing our bodies and hands. But the real problem is the availability of water because we need to walk a distance for us to get clean water from the spring.)

Table 3. Community Needs in relation to Food Safety and Hygiene

Indicators	Mean	Descriptive Interpretation
Community clean-up drive.	4.82	Highly Needed
Access to personal hygienic needs.	4.80	Highly Needed
Awareness about food hazards.	4.76	Highly Needed
Food safety practice for every household.	4.74	Highly Needed
Solid waste management : Reuse, Reduce, Recycle	4.72	Highly Needed
Access to potable water.	4.70	Highly Needed
Personal hygiene practice for every member of the community.	4.70	Highly Needed
Workshop on alternative way to preserve food.	4.66	Highly Needed
Food contamination awareness and avoidance.	4.54	Highly Needed
Overall Mean	4.72	Highly Needed

Legend:

Scale

Range

Descriptive Interpretation

5	4.21-5.00	Highly Needed
4	3.41-4.20	Needed
3	2.61-3.40	Moderately Needed
2	1.81-2.60	Slightly Needed
1	1.0-1.80	Not Needed

Yang et al. (2020) conducted community-based research in one indigenous community in the Philippines. Results revealed that Aetas in Central Luzon lack basic human needs and services such as water, food, shelter, education, and health service. However, they are resilient in managing their lives by using the available natural resources and having faith. The study provides insights into how higher education institutions and other concerned agencies craft initiatives intended to benefit vulnerable populations and underserved communities such as the indigenous peoples.

Table 4 shows the community's need for human rights and violence awareness. Results reveal that awareness of violence against women, men, and children (4.94), seminars on human rights law and its violation (4.86), and orientation and workshops on basic life support (4.84) are highly needed by the community. Respondents emphasize their need for basic self-defense training (4.80), knowledge about constitutional rights (4.78), and seminars about crime prevention and control (4.68). Furthermore, the community moderately needs a drug symposium (3.16).

Violence against women, men, and children is prevalent, especially in communities that lack knowledge and awareness about different acts of abuse. Respondents of this study affirm that they highly need programs that could enlighten their minds about any form of violence against all genders. In her effort to unfold the violence experienced by Aytas, Igorot, Manobo, and Negrense, Vermoortel (2021) found multiple outbreaks of violence of diverse natures. Some were incredibly distressing, while others were so invisible and inconsequential that not even the victims could have noticed them. However, violence may come not from the people around but within the family. It was emphasized by one of the female respondents that she experienced physical violence from her husband.

Table 4. Community Needs in relation to Human Rights and Violence Awareness

Indicators	Mean	Descriptive Interpretation
Awareness on violence against women, men, and children.	4.94	Highly Needed
Seminars on human rights law and its violation.	4.86	Highly Needed
Orientation and workshop on basic life support.	4.84	Highly Needed
Basic self-defense training.	4.80	Highly Needed
Knowledge about Constitutional Rights.	4.78	Highly Needed
Seminars about crime prevention and control.	4.68	Highly Needed
Drug Symposium	3.16	Moderately Needed
Overall Mean	4.58	Highly Needed

Legend:

Scale

Range

Descriptive Interpretation

5	4.21-5.00	Highly Needed
4	3.41-4.20	Needed
3	2.61-3.40	Moderately Needed
2	1.81-2.60	Slightly Needed
1	1.0-1.80	Not Needed

“Sa among pamuyo dili jud malikayan ang mga panag-away sa mag-asawa. Pero... sakit lang huna-hunaon na usahay manobra na og naa nay gakahitabo pandapat. Ako nasinati-an jud nako ni sa akong bana basta mahubog siya kay iya kung ginadapatan. Maayo nalang naa mi datu diri na mohusay kung naay mga gubot sa komunidad.”

(In our house, misunderstanding between husband and wife is inevitable. But sad to think that sometimes it goes beyond argument; physical violence is involved. I experienced physical violence every time my husband got drunk. Good thing we have a leader here who resolves conflict within the community.)

Constitutional rights and awareness of its violation are crucial to every community. Based on the findings, the community highly needs to be educated about their rights and their violation. In connection with this, there is an existing resolution process within the identified community to address some violations of the human rights of community members. There is existing law protecting the right of the indigenous people. With this regard, higher education institutions and local government units must work together to raise awareness and enforce the law. Under the 1987 Constitution and the Indigenous Peoples' Rights Act (RA 8371, also known as IPRA), the State recognizes and promotes the rights of Indigenous cultural communities within the context of national unity and development. To preserve the economic, social, and cultural well-being of indigenous cultural communities, the state shall safeguard their rights to their ancestral lands. The state recognizes, respects, and safeguards the right of indigenous cultural communities to maintain and develop their customs, traditions, and institutions. Constitutionally, it is compelled to consider these rights when developing national plans and policies (Commission on Human Rights, 2019). The state also recognizes, respects, and protects these rights and institutions. Constitutionally, these rights must be considered when developing national plans and policies (Commission on Human Rights, 2019).

Training on basic life support (BLS) and self-defense emerged as one of the needs in the community. Basic life support training is commonly conducted in public or private institutions and establishments. For this reason, people living in rural areas and some indigenous communities have limited or no knowledge about it. Accessibility issues to healthcare services such as BLS training are more prevalent in rural areas. Consequently, as demonstrated by several studies, the survival rate in these regions was lower than in urban areas. Research conducted about community initiatives to promote basic life support revealed the potential benefit of community initiatives, such as community training in BLS, even as part of the bundled intervention, to improve bystander CPR rates and patient outcomes (Scapigliati, 2021).

Crime prevention and control is a crucial part of the community to maintain its peace and order. Understanding crime as a result of the surrounding environment suggests that crime can be prevented and managed. Cooperation between community stakeholders and residents is

essential for maintaining community safety. There are instances when food and money shortages lead to an increase in crime. According to Ayeo-eo and Repoyo (2020), certain times or events of the year, such as a drought or food shortage, may contribute to illicit activity. However, the visibility enforced by the authorities, such as regular barangay patrols, aids in preventing heinous offenses in the community.

Table 5 presents the community's needs for livelihood and financial literacy. The result shows that respondents highly need financial literacy in livelihood programs (4.92) and training for livelihood volunteering projects (4.86). Knowledge of livelihood activities such as backyard gardening, animal raising, and sari-sari store management is highly needed. Respondents highly need projects that could raise awareness on creating a budget (4.80), balancing their needs, wants, and savings (4.78), and ideas about emergency funds (4.76). Measuring numeracy for financial inclusion (4.74), income management (4.70), and empowerment on management decisions (4.38) is highly needed.

To generate sufficient income to sustain the community's requirements, livelihood is highly needed. The majority of respondents are deemed to have unstable income sources because they are seasonal workers. The community requires a higher standard of living resulting from increased domestic income, business expansion, and stable employment. During the interview, one of the informants stated that they require an additional source of income. During the interview, one of the respondents emphasized the importance of livelihood initiatives for housewives as a means of generating family income.

“Naglaom mi na naa untay mga programa pud unta nga adlaw adlaw makakita mig kwarta kay ang pagtapas ug hagdaw di man sad purminte. Kanang kalingawan siya nga trabaho ug kaya sad namo kababainhan. Para aduna sad kami pampalit sa mga gamit pang-eskwela sa amo anak.”

(We hope to have programs that could help us earn daily income because working in sugarcane and corn plantation is seasonal. Also, livelihood programs enable us women to work so that we purchase school supplies for our children.)

Table 5. Community Needs in relation to Livelihood and Final Literacy

Indicators	Mean	Descriptive Interpretation
Financial literacy on livelihood program.	4.92	Highly Needed
Training for livelihood volunteering project.	4.86	Highly Needed
Knowledge on livelihood activities such as backyard gardening, animal raising and sari-sari store.	4.80	Highly Needed
Awareness on creating a budget.	4.80	Highly Needed
Balancing the needs, wants and savings.	4.78	Highly Needed
Idea about emergency fund.	4.76	Highly Needed
Measuring numeracy for financial inclusion.	4.74	Highly Needed
Income Management	4.70	Highly Needed
Empowerment on management decisions.	4.38	Highly Needed

Overall Mean	4.75	Highly Needed
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Legend:

<u>Scale</u>	<u>Range</u>	<u>Descriptive Interpretation</u>
5	4.21-5.00	Highly Needed
4	3.41-4.20	Needed
3	2.61-3.40	Moderately Needed
2	1.81-2.60	Slightly Needed
1	1.0-1.80	Not Needed

Garcia (2017) discovered that residents of Sitio Malanas, Lettac Sur, Santol, and La Union want additional livelihood programs to increase sales and to be provided with seminar workshops on business-related activities. The findings demonstrate the need for a program to enhance their subsistence requirements. Consistent with this finding, the current study revealed the needs of the community, particularly on training for livelihood volunteering projects and knowledge on livelihood activities such as backyard gardening, animal raising, and sari-sari store management.

Knowledge and skills about livelihood programs are not enough to sustain the income of people in the community. They must be educated on how to properly manage their income and learn to balance wants and needs. Also, savings and emergency funds should be put into consideration. One of the respondents expressed the struggle she experiences in budgeting their income.

“Sa tinuod lang maam mag storya ko sa imuha sa tinuod, dili na jud namo ma budget ang kwarta nga amuang makita adlaw adlaw kay parihas sa akua maam ang akua ra bana ang ga travaho so igo ra namo e palit ug pagkaon ang kinitaan sa akua bana.”

(To be honest, we cannot budget our income because only my husband is working and the money that he earned is intended only for food.)

The statement only implies that livelihood and financial literacy should go hand in hand to provide a sustainable program. In a true sense, residents are having a hard time balancing their needs and wants since they have limited resources. As part of financial literacy, income management and empowering decision management emerge as highly needed by the community. Current findings unfold the lack of knowledge on the financial management of the residents. In their observation and interviews, Centeno and Vargas (2021) discovered that the majority of residents of Barangay Pio, Model Community lacked financial literacy due to a lack of education, lack of experience managing money, inability to attend a seminar on financial management, and inability to encounter a local government financial management literacy program.

Table 6 presents the community's needs for organizational planning and management. Based on the result, respondents highly need proper conduct of district (purok) meetings (4.88), district (purok) office management (4.84), and policy-making and implementation (4.80). Also, they highly need to practice due process in raising concerns (4.80) and writing letters and minutes (4.76). Knowledge of forming community organizations (4.58) and management of community resources (4.42) is highly needed.

It cannot be denied that community leaders know the affairs of an area better than locals, as they are at the forefront of community affairs. Community organizations play a vital role in planning, designing, and implementing policies within the area. The results of this study divulge the need to empower community leaders, particularly on the proper way to conduct meetings. Moreover, they need workshops on the proper way to write letters and minutes of the meeting. In rural communities, effective leadership is required not only to resolve financial challenges but also to emphasize successful community activities, promote the spirit of social well-being, and increase community living standards. However, lack of funding opportunities, lack of skills and education, and negative perceptions were identified as obstacles that render community leaders ineffective in their efforts to engage the broader community (Chili & Ngxongo, 2017).

Residents must be educated on how to raise concerns to community leaders and local government units. In this way, the people in authority can hear concerns regarding health, education, and livelihood. In addition, conflicts within a community can be prevented if problems are properly communicated. It is noteworthy to mention that the community has a *datu* (tribal leader) that resolves conflicts and settles concerns. The study found that there are more tranquil methods for resolving conflicts without needlessly undergoing the pains and rigors of court litigation. The indigenous method of restorative justice re-establishes relationships severed by the conflict. The parties in conflict will have a second opportunity to restore improved relations (Naganag, 2019).

An effective way to manage community resources emerges as one of the highly needed. It is necessary because it enables the utilization of community resources without compromising their future availability. Human resources should be prioritized, for they are the community's driving force. With this regard, residents of all ages and genders must be emancipated through education, training, and strategic planning. Further, the community utilizes natural resources for sustenance, shelter, and medicine.

In exchange, community members must be responsible enough to preserve it for future generations. The objective of resource management strategies is to achieve a balance between resource conservation and utilization. The condition of resources and their utilization are inextricably linked to environmental processes. Thus, sustainable resource use should be based on socially responsible economic development while fostering the resource base and ecosystem health (Sola, 2005).

Table 6. Community Needs in relation to Organizational Planning and Management

Indicators	Mean	Descriptive Interpretation
Proper conduct of district (purok) meeting.	4.88	Highly Needed
District (Purok) office management.	4.84	Highly Needed
Policy making and implementation.	4.80	Highly Needed
Practice of due process in raising concerns.	4.80	Highly Needed
Writing letter and minutes.	4.76	Highly Needed
Knowledge on forming a community organization.	4.58	Highly Needed
Management of community resources.	4.42	Highly Needed
Overall Mean	4.73	Highly Needed

Legend:

<u>Scale</u>	<u>Range</u>	<u>Descriptive Interpretation</u>
5	4.21-5.00	Highly Needed
4	3.41-4.20	Needed
3	2.61-3.40	Moderately Needed
2	1.81-2.60	Slightly Needed
1	1.0-1.80	Not Needed

Table 7 presents the summary of community needs. As shown, the community highly needed programs or projects that could cater to livelihood and financial literacy (4.75). Organizational planning and management, with a mean of 4.73, are highly needed by the residents in the community. Respondents agree that they highly need to practice food safety and hygiene (4.72). In addition, respondents emphasize education and parenting (4.49) as they highly need it. Moreover, awareness of human rights and violence is highly needed by the community, with a mean of 4.58.

Table 7. Summary Table of Community Needs

Indicators	Mean	Descriptive Interpretation
Livelihood and Financial Literacy	4.75	Highly Needed
Organizational Planning and Management	4.73	Highly Needed
Food Safety and Hygiene	4.72	Highly Needed
Education and Parenting	4.49	Highly Needed
Human Rights and Violence Awareness	4.58	Highly Needed
Overall Mean	4.65	Highly Needed

As the findings revealed, livelihood and financial literacy have the highest mean, which indicates that they are highly needed by the community. This could be the priority in the project development plan. To achieve the goal of providing livelihood and financial literacy, there should be a partnership between the institution and the Department of Labor and Employment (DOLE). The department launched a livelihood program (KABUHAYAN) which aims to grant assistance for capacity-building on livelihood for the working poor, vulnerable, and marginalized workers, either for individual or group livelihood projects. Alarte (2022) demonstrates that a program to improve their living conditions is necessary. As part of his recommendation, in collaboration with the local government and the school, measures should be taken to enhance the community's standard of living by expanding research-based community services. In addition, Amidu et al. (2021) found that financial literacy must be prioritized because it helps make the livelihood program sustainable. Financial education enhances financial inclusion, and the interaction between financial inclusion and financial education improves the livelihood of households. These findings suggest that inclusive finance resulting from financial literacy promotes sustainable livelihoods.

How to empower and equip community leaders with knowledge about effective organization is highly needed. Leaders of the community have a responsibility to implement basic policies and maintain peace and order. The purok system is promoted in the Philippines as a voluntary sub-village self-organization that strengthens community resilience. This implies that marginalized members of every community have both the need and the ability to take direct action. Their insights must be incorporated into local, regional, national, and international

governance, including urban planning and housing, water management, infrastructure, agriculture, health, and financial policies. As a method of social work, community organizations can address the problems of numerous community members through their collective participation. According to Monteiro (2014), local organizations have shown initiative and utilized their political orientations and strategies to enhance public services. In the co-construction and co-production of public policies, civil society organizations remain essential and active agents.

The current findings indicate that the community has a significant need for food safety and hygiene. Food safety remains a concern in both developing and developed countries. The World Health Organization (WHO) has therefore identified five primary factors that contribute to safer food: sanitation, separation of raw and cooked food, comprehensive cooking, maintenance of food at safe temperatures, and use of safe water and raw materials (Fasoro et al., 2016). Due to a dearth of education and awareness, some of these practices are not observed in rural communities. To prevent many food-borne infectious diseases in rural areas, it is necessary to increase community awareness of fundamental food safety guidelines through systematic instruction (Chellaiyanan, 2018). Hygiene and sanitation are increasing in the Philippines, but inaccessible communities have not felt the full effects of numerous interventions. The community whose hygiene practices pose the greatest risk should receive an intervention that emphasizes community and individual health to improve excrement disposal and community understanding of these practices (de Barra, 2018).

The resumption of face-to-face classes following the pandemic poses difficulties for parents and children. Students' performance is affected by the pandemic, and teachers cannot solve this problem on their own. This requires parental involvement in guiding students at home. According to the results, the community has an urgent need for a project that could improve children's education and educate parents to participate in their children's educational journey. The involvement of parents can impact the quality of instruction in a classroom or at home, as well as the academic development of numerous children. The Department of Education's mission is to protect and promote the right of every Filipino to a complete, equitable, culture-based, and high-quality fundamental education. Through kindergartens, every Filipino child now has access to early childhood education, which establishes the foundation for lifelong learning. The identified community has an existing kindergarten classroom. However, the availability of volunteer teachers and the motivation of children become the intervening concern.

Community education regarding human rights and their violation is of the utmost importance. Human rights education can play an essential role in making people aware of their fundamental rights. Once people are aware of their rights, they cannot be exploited, which can reduce hazards to international peace and security. Agarwal (2014) emphasized the need for a more aggressive and effective human rights education program to ensure the appropriate dissemination and education of human rights among Agra city residents. The ideal of peace education can only be realized by implementing a human rights education program effectively. Furthermore, adults living in the community have a solid comprehension of the effects of violence, but many fail to identify specific instances or occurrences in their daily lives that contribute to it. Raising public awareness, early identification, and referral to effective interventions for violence in social care settings can increase awareness.

4. Conclusions and Recommendations

The following conclusions and recommendations were drawn from the study:

Most of the respondents fall under the age range of eighteen to twenty-four, educational attainment is elementary graduate, and most are hired, laborers. Respondents have their own houses. However, the majority do not have toilets available.

The community highly needs livelihood and financial literacy projects, organizational planning and management, and food safety and hygiene. In addition, they have high necessity in terms of education, parenting, and awareness of human rights and violence.

In light of the findings and conclusions, the Philippine College Foundation and the local government unit of Barangay Bangcud should collaborate to provide projects that could cater to the community's identified needs. Furthermore, it is recommended that there must be a strong linkage to the concerned agencies for the success of the endeavours.

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