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**TO GOD BE THE GLORY!**



## The Study of the Impact of the Livelihood Program of LCCC Community Extension Services to the Beneficiaries

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### Introduction

Aside from Research and Development, the Extension Services is one of the programs of the Commission on Higher Education (CHED) under Republic Act 7722 which states that the state universities and colleges should respond to the call of societal transformation through Community Extension Programs. In response, the Community Extension Services of La Consolacion College Caloocan adopted poor barangays with the help of Caloocan City Planning Office in providing the extension services with the list of poor barangays within the vicinity of school. After series of legworking and area visitations, the Office of the Extension Services

was able to identify four (4) barangays that were surveyed by the social workers. The identified barangays were Barangay 18 (Libis Nadurata), Barangay 17 (Acab), Barangay 8 (Julian Felipe & Sarimbura), Barangay 9 and Barangay 12. These barangays were given programs and services. For the past thirty (30) years since 1992, the extension services developed and enhanced its programs and services that suit the needs of its clientele. Its transformation from dole-out to intervention towards self-reliance is evidently seen. While extension services respond to the needs of the community, it also correspond to the vision-mission of the school, thus its programs and services were geared towards the realization of the school's vision, mission and charism

One of the missions of La Consolacion College Caloocan is to uphold the loving and caring concern for people and the conservation of the ecological community towards a sustainable quality of life for all. In upholding the school’s mission and as a contribution to the economic development of a country, the community extension services integrated livelihood program particularly the Baking program.

Educational institutions as pillars of social development have the social responsibility to be involved in empowering communities and in transforming lives through knowledge and transfer of skills and technology by way of trainings and seminars. Teachers play a major role in empowering communities through sharing of their skills and expertise to the beneficiaries. Trainings like baking, food preservation, dishwashing liquid, and

cosmetology are just few technologies that were transferred by the teachers to the beneficiaries.

**Objectives of the Study**

To measure the impact of the livelihood program of the Community and Extension Services among beneficiaries, the following objectives were formulated:

1. To focus on the assessment of the impact of the program in terms of economic growth of the clientele.
2. To determine the extent of skills that they acquired and also the impact on the social aspect on the beneficiaries.
3. To formulate plans and recommendations on how to further improve, develop, and sustain the livelihood program.
4. To identify other income generating projects and skills training for other beneficiaries.

**Conceptual Framework**

Figure 1. Conceptual Model of the Study

Input	Process	Output
• Financial Status	→ • Baking as a means of livelihood	→ • Financial Stability
• Enhancement of Skills	→ • Skills development/Improvement	→ • Minimal supervision from the social worker • Bakers are capable to train new ones • Initiate day to day baking
• Responsibility/Roles in the family/society	→ • Integration of moral standards during the program	→ • Good interpersonal relationship with others. • Values & spiritual development among mothers and their families and community

with a verbal interpretation of *Napakahusay*.

**Conclusion**

1. The sustainable livelihood program is a way to improve the lives of the beneficiaries, not only in terms of economic stability but also in terms of social and moral aspects of an individual.
2. Livelihood Training processes can be integrated with character formation since part of Livelihood is awareness of proper conduct and morals needed to be fruitful and exemplary citizens of the community notwithstanding the crucial bondage of poverty (www.mambugan.camilliansistersphilippines.org) Therefore, providing livelihood program to clientele needs a holistic approach wherein, social and values orientation/formation is incorporated to see valuable impact and result.
3. Livelihood program will continue to be implemented even in their own capacity because skills, attitude and knowledge were instilled in their lives in thirteen years of implementation.

**References**

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turingan namin sa isa't isa". This was very evident among their group because they helped each other whenever one baker needs help, they consoled each other, they really developed a very close relationship. Based on the sharing of the bakers during the survey and as observed by the social worker, the bakers have developed a strong camaraderie. Aside from this, they were able to maximize their time with a mean score of (5.00) and interpreted as "napakahusay". One baker said that If they are not busy with the program; they tend to their children to avoid gossips.

Some of them developed a sense of leadership; a capacity to lead their members was also evident. Furthermore, they became mature in dealing with their problems and handling conflict among them (5.00)

Furthermore, the Basic Ecclesial Community (BEC), a spiritual program of the extension services, wherein beneficiaries conduct weekly bible study had a very great impact in the value formation of the bakers and other beneficiaries. Overall, the mean score of the impacts of the values of the bakers was (4.80) with a verbal interpretation of *Napakahusay*.

Table 4 – Impact of the Program on the Economic Status of the Bakers

Values Acquired	Weighted Mean	Verbal Interpretation
1. Part of the income goes to savings	5.00	Napakahusay
2. Can provide quality food for the family	5.00	Napakahusay
3. Have a regular source of income	4.00	Mahusay
4. Can buy quality products for the family	3.00	Kasiya-siya
<b>Average</b>	<b>4.25</b>	<b>Napakahusay</b>

The table 4 shows the impact of the program on the economic status of the bakers, namely in terms of savings and provision of quality food for the family members were evident because they give priority to save and provide quality and nutritious food to their children with mean score of (5.00). According to them; *“mas gugustuhin pa po namin magpakain ng masustansya sa aming mga anak at makapag ipon para sa kanilang kinabukasan.”*

The item number 4 which only had “kasiya-siya” points because according to them, buying things that were not relevant was a waste of money (3.00). In item number 1 on having a source of income, majority were having other source of income aside from baking and majority were doing other small scale business during summer. Overall, the mean score of the impact of the programs on the economic status of the bakers is (4.25)

## Research Methodology

### Respondents and Selection

The primary source of this data on the impact of livelihood program were the thirteen skilled bakers who were trained by some of the faculty members, seven of them were sent to TESDA Manila on Bread and Pastry short course. The thirteen (13) beneficiaries were chosen from the thirty-five (35) mothers under the scholarship program of the educational assistance program. From the 35 mothers, only 13 have shown their interest in baking.

The said bakers were from Barangay 18, Libis Nadurata, Barangay 9, Barangay 17, and Barangay 14 who were likewise beneficiaries of other programs. Most of them are beneficiaries in the Feeding Program and Educational Assistance Program.

### Research Instrument

The researcher opted to use Focus Group Discussion (FGD) in gathering the data.

A Focus Group Discussion is a qualitative research method used for small group of people to answer open-ended questions. In this method they were free to express their opinions, feelings and reactions. The questions shed light on topics of interest or depending on the objective of the research to gather data from the recipients. It is likewise an assessment and validation of the data gathered.

Moreover, a questionnaire on household information was also answered by the identified research respondents.

## Findings and Discussion

Before Joining the Program	Number of Bakers	Percentage
Below P3,000	10 bakers	70%
3,000 – 5,000	3 bakers	30%
5,001 – 8,000	0	
8,001 – 10,000		
Average Income – 2,850		
After Joining the Program		
Below P3,000	0	0
3,000 – 5,000	3 bakers (solo parents)	15%
5,001 – 8,000	7 bakers	70%
8,001 – 10,000	3 bakers (with other income)	15%
Average Income – 7,500		

Table 1 Gross Monthly Income of Beneficiaries

The table presents the result of the livelihood program (baking). Based on the table, 70% of the beneficiaries were earning only below Php 3,000 per month before joining the livelihood program. After joining the livelihood program, there was an increase in the income of the beneficiaries from below Php 3,000 to Php 8,000. The average income of the 13 bakers before joining the program was Php 2,850, However, it significantly increase to Php 7,500 after joining the livelihood program, This only implies that in terms of financial status, the program had a positive impact.

During the focus group discussion, they shared that before

joining the program, they don't have regular source of income. Some were doing laundry, manicure and pedicure and some were selling other goods and were earning an average of 2,000 to 3,000 a month, as counterpart to their husbands' meager income. Bakers expressed their gratitude to the extension services because aside from augmenting their income, they were able to help their husbands in financial sourcing. On the other hand, 3 bakers were solo parents with no one to be depended on, that is why they were also very thankful because they were earning more and can provide the basic needs of their children as well as the capacity to pay for their utility bills such as electricity and water.

Table 2 Impact of the Livelihood Program on the Skills of the Bakers

Skills Formation	Weighted Mean	Verbal Interpretation
1. Improve Skills in Baking	5.00	Napakahusay
2. Enriched Skills in Cooking	5.00	Napakahusay
3. Build up "on time" Preparation skills	5.00	Napakahusay
4. Capacity of Selling Products during free time/summertime	3.00	Kasiya-siya
<b>Average</b>	<b>4.50</b>	<b>Napakahusay</b>

The result showed that the livelihood program has a great impact on the skills development of the bakers with a mean score of (5.00) and a verbal interpretation of "napakahusay" as indicated in table 2. The skills development was very evident because they are being left

alone by the social worker in-charge during baking time and they need little supervision in terms of technicalities. The bakers, likewise shared verbally that they became time conscious specially on preparations of the products with a mean score of (5.00), this learning was earlier

acquired and has been observed by the social worker because they have to beat the time before recess of the students. The bakers, as the social worker addressed them, sold the products during recess time because their major customers were students from grade school to senior high school and even employees. So, the skills in having systematic way of baking, cooking and preparing the products were so remarkable and had an excellent grade personality given by the social worker in-charge.

The capacity on selling products during summertime got the second to the highest point with a mean score of (3.00). Considering the economic situation of the beneficiaries, the bakers have no oven at home, some used steamer to continue their selling outside the school during summer.

But out of thirteen (13) bakers, there were only six (6) who continued to cook and sell products in the community. The other bakers resorted to selling other products such as palamig, street foods and others were doing "hango" from sellers to resell their products in the community. Therefore, the acquired skills imparted by the teachers were learned by heart and were put to practice. Not to say the least that they too acquired knowledge from TESDA baking class. Furthermore, the result implied that the skills they have learned were very useful and they were able to practice it and are now earning an income that is sufficient for the needs of their families. Overall, the mean score of the impacts on the skills of the bakers was (4.50) with a verbal interpretation of *Napakahusay*.

Table 3 Impact of the Program on the Values of the Bakers

Values Acquired	Weighted Mean	Verbal Interpretation
1. Build up camaraderie among them	5.00	Napakahusay
2. Develop the capacity to use idle time	5.00	Napakahusay
3. Limit the time for making gossip	5.00	Napakahusay
4. Became responsible citizen	5.00	Napakahusay
5. Help build awareness in developing Own business	4.00	Mahusay
<b>Average</b>	<b>4.80</b>	<b>Napakahusay</b>

Table 3 shows that the program has a great extent on the values of the bakers with a mean score of (5.00), and a verbal interpretation expressed as "napakahusay" because of the positive changes brought by the

program in their lives for many years already. When asked about developing their own business, they were hesitant to answer because they said that; "*ayaw naming maghiwa hiwalay dahil magkakapatid na ang*