



Developing Needs-Based Framework for Philippine College Foundation's Office Administration Department Community Extension Project

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ARTICLE INFO

Keywords: Needs Assessment, Leadership, Empowerment, Action, Development

Received : 11, May

Revised : 13, June

Accepted: 15, July

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ABSTRACT

The Philippine College Foundation (PCF) is dedicated to delivering relevant and responsive community extension services in alignment with its four-fold function and the Commission on Higher Education (CHED) guidelines for university-community engagement. This study assessed the needs of residents in San Isidro, Valencia City, Bukidnon, to guide the development of a community extension project by the School of Business and Management, Department of Office Administration. Utilizing a descriptive research design, the study gathered data through validated surveys and key informant interviews to evaluate the community's understanding and awareness of food safety and hygiene. Findings revealed a strong need for organizational planning and management to strengthen community leadership and ensure sustainable development. Based on the results, an extension program entitled Project LEAD (Leadership, Empowerment, Action, and Development) was developed to address these needs.

INTRODUCTION

Higher education institutions (HEIs) play a pivotal role in advancing sustainable local development through community engagement and extension programs. These initiatives are not only integral to the academic mandate but also serve as vital mechanisms for uplifting marginalized communities and addressing social inequities (UNESCO, 2020; Asio et al., 2023). Academic departments tasked with community extension are uniquely positioned to transform disciplinary knowledge into practical, community-responsive solutions (Morre & Uy, 2025). When anchored on national directives such as those articulated by the Commission on Higher Education (CHED) – extension programs become strategic instruments for grassroots empowerment and societal transformation. These services are designed to involve both faculty and students in the co-creation of development initiatives that respond directly to the needs of underserved populations (CHED, 2019). Central to this process is the conduct of community needs assessments, which ensure that interventions are both relevant and sustainable (Hangcan & Uy, 2025). These assessments help identify existing gaps in knowledge, skills, and resources which enable the formulation of targeted programs that are rooted in the lived realities of the communities they aim to serve (Wang & Burris, 2018).

Empirical evidence suggests that communities with robust local leadership and planning mechanisms are more resilient and capable of sustaining developmental gains (Carter et al., 2019). Furthermore, skills training in areas such as financial literacy and organizational management have been shown to significantly enhance a community's ability to navigate socio-economic challenges (Lusardi & Mitchell, 2017). By systematically engaging with the community to surface their needs, academic institutions aim to have a targeted extension initiative which enhances experiential learning for students and faculty (Garcia & Uy, 2025; Moreno & Cruz, 2021). However, despite the institutional commitment to community service, no formal extension program has yet been implemented in Barangay San Isidro, Valencia City, Bukidnon. This absence highlights a critical gap between institutional capacity and community engagement. Although the Philippine College Foundation (PCF), through its School of Business and Management, Department of Office Administration, has continuously expressed its support for responsive extension initiatives, there remains an untapped opportunity to operationalize this mandate in the said barangay.

This study, therefore, seeks to bridge that gap. Grounded in PCF's four-fold function and aligned with CHED's guidelines, the research aimed to identify the pressing needs of Barangay San Isidro residents as a basis for developing a sustainable and contextually relevant extension program. The inquiry specifically focused on areas related to leadership, empowerment, action, and development key dimensions necessary for cultivating local capacities, improving governance, and fostering community self-reliance. Ultimately, this research strengthens PCF's mission of integrating service learning into higher education and addresses the urgent need to initiate a sustainable extension program in Barangay San Isidro.

Objectives for the Study

1. To determine the demographic profile of the residents in the identified community, including key socio-economic and educational indicators.
2. To assess the specific needs of community members, with particular emphasis on the capacity-building requirements of local leaders in the areas of organizational planning and management.
3. To design a contextually relevant extension program that is directly responsive to the identified needs of the community and aligned with institutional and developmental goals.

IMPLEMENTATION AND METHODS

This study employed a descriptive research design to gather relevant information regarding the needs of residents in Barangay San Isidro, Valencia City, Bukidnon. The community is predominantly composed of Boholano, Cebuano, and Bisaya-speaking residents. Barangay San Isidro was purposively selected as the research locale following an initial site visit, which revealed the absence of prior extension initiatives and highlighted the residents' socio-economic conditions. To collect data, the researcher developed a survey questionnaire, which underwent content validation by three (3) experts in the fields of research and community extension. Prior to its full implementation, the instrument was field-tested to ensure reliability.

The instrument consisted of two parts: (1) the demographic profile section, and (2) a five-point Likert scale survey designed to assess the perceived needs of the community. The demographic section collected essential background information to better understand the characteristics of the sample population. The second part measured the level of need for various capacity-building areas, especially in leadership, organizational planning, and community development. Data collection was supplemented by focus group discussions (FGDs) conducted with randomly selected key informants from the community. This qualitative component helped validate and enrich the quantitative data gathered through the survey. Descriptive statistics, specifically frequency and percentage, were used to analyze respondents' demographic characteristics. Meanwhile, weighted mean was computed to interpret the perceived needs based on the Likert scale. Each item was rated on a five-point scale, ranging from "Highly Needed" to "Not Needed," as follows:

Table 1. Item was Rated on a five-Point Scale

Scale	Range	Descriptive Interpretation	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Needed
4	3.51-4.50	Agree	Needed
3	2.51-3.50	Neutral	Moderately Needed
2	1.51-2.50	Disagree	Not Needed
1	1.00-1.50	Strongly Disagree	Highly Not Needed

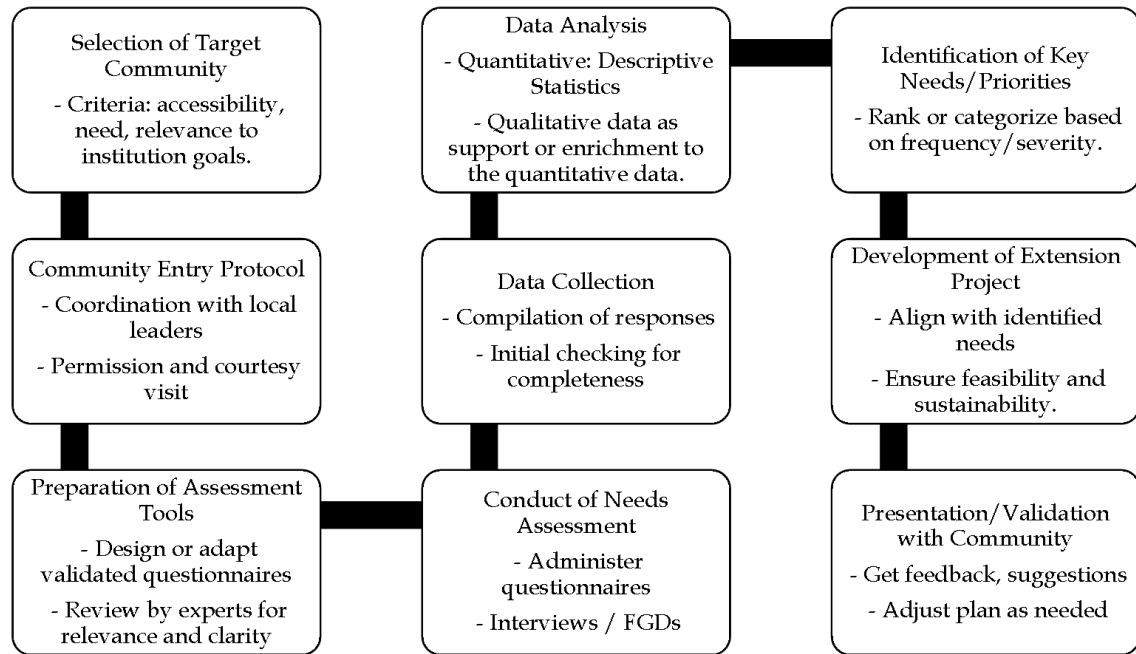


Figure 1. Community Needs Assessment Process (Armada & Uy, 2025)

In the conduct of this study, the researcher proactively addressed potential ethical concerns and conflicts of interest. Prior to data collection, formal permission was secured from the local authorities, including the Barangay Captain and Barangay Officials of Barangay San Isidro. Participants were fully informed about the purpose, scope, and objectives of the study before the administration of the survey. Ensuring transparency was prioritized, as it is a fundamental principle of ethical research that empowers participants to make informed decisions regarding their involvement. The voluntary nature of participation was emphasized, and respondents were clearly informed of their right to withdraw from the study at any point without fear of repercussions. This assurance upheld the ethical standard of respect for autonomy. Upon completion of the study, the findings were formally presented to the barangay officials and community stakeholders, adhering to the principle of "knowledge of outcome," which promotes community awareness and responsible dissemination of research results.

RESULTS AND DISCUSSION

Table 1 presents the percentage distribution of the respondents' demographic characteristics, including age, educational attainment, and occupation. Understanding these demographic variables is essential in shaping targeted community extension initiatives that are responsive to the actual composition and needs of the population in Barangay San Isidro, Valencia City, Bukidnon.

Table 2. Percentage Distribution of Respondent's Demographic Profile

Profile Variables	Frequency	Percentage
Age		
24-29 years old	4	15%
34-45 years old	11	41%
46-54 years old	5	19%
66-72 years old	7	26%
Educational Attainment		
High School Level	3	12%
High School Graduate	9	35%
College Level	7	27%
College Graduate	7	27%
Occupation		
Barangay Employee	26	100%

The majority of respondents (41%) fall within the 34–45 age group, followed by 26% aged 66–72, 19% aged 46–54, and a smaller proportion (15%) aged 24–29. This distribution indicates that the barangay workforce is composed of both working-age adults and older individuals, suggesting a diverse generational mix. The predominance of adults in their mid-30s to mid-40s points to a potentially active segment capable of participating in and leading community development efforts (Philippine Statistics Authority, 2020). Meanwhile, the notable representation of senior respondents (26%) highlights the importance of incorporating inclusive leadership training that considers intergenerational collaboration (UNESCO, 2020). Educational attainment among respondents shows a relatively educated population: 35% are college graduates, 27% reached college level, 27% are high school graduates, and only 12% did not finish high school.

These findings suggest that the community possesses baseline academic skills and learning capacity, which is a promising indicator for the success of structured training programs in leadership, financial literacy, and organizational management. As supported by Lusardi and Mitchell (2017), education significantly influences one's capacity for financial decision-making and participation in community governance. Hence, the educational background of the respondents provides a favorable foundation for implementing capacity-building initiatives. All 26 respondents (100%) are identified as barangay workers, signifying that the respondents are actively involved in community-level governance and public service delivery. This level of participation demonstrates their readiness and strategic position to apply newly acquired leadership and planning skills. According to Brillantes and Fernandez (2011), barangay officials play a pivotal role in grassroots governance in the Philippines, acting as the primary implementers of local policies and programs. Equipping them with enhanced organizational and leadership capabilities can therefore multiply the impact of any community development project.

Table 2 presents the perceptions of community members in Barangay San Isidro regarding their leadership development needs. The data show that all listed leadership competencies received high ratings, with an overall mean of 4.31, indicating that these aspects are strongly needed in the community. Three items tied with the highest mean score of 4.38, all interpreted as “Needed”. This includes the “proper conduct of purok/barangay meetings for effective leadership and decision-making”, “community member involvement in policy implementation discussions”, and “clear understanding of the policy-making process”. Another critical area identified was the need for capacity in writing letters and minutes (4.27), which are essential tools for communication, documentation, and accountability. Lastly, the item on knowledge of forming effective community organizations also received a high mean score of 4.12, suggesting that while some organizational structures may already exist, residents recognize the importance of strengthening or formalizing them to better address local needs.

Table 3. Community Needs in Relation to Leadership

Leadership	Mean	SD	Qualitative Interpretation
1. Proper conduct of purok/barangay meetings is essential for effective leadership and decision-making. <i>(Ang husto nga pagpahigayon sa mga miting sa purok/barangay kinahanglanon alang sa epektibo nga pagpangulo ug paghimog desisyon).</i>	4.38	0.752	Needed
2. Community members involvement in policy implementation discussions. <i>(Ang pag-apil sa mga miyembro sa komunidad sa mga diskusyon sa pagpatuman sa palisiya).</i>	4.38	0.852	Needed
3. Clear understanding of the policy-making process within our community. <i>(Klaro nga pagsabot sa proseso sa paghimo og polisiya sulod sa atong komunidad).</i>	4.38	0.752	Needed
4. Writing letters and minutes to facilitate communication and accountability in our community organization. <i>(Pagsulat sa mga sulat ug minuto aron mapadali ang komunikasyon ug pagkamay-tulubagon sa among organisasyon sa komunidad).</i>	4.27	1.041	Needed
5. Knowledge of forming a community organization that effectively addresses local needs.	4.12	0.952	Needed

*(Kahibalo sa pagporma ug organisasyon sa
 komunidad nga epektibong nagtubag sa input
 nga mga panginahanglan).*

Overall	4.31	0.870	Needed
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These results reflect a strong desire among community members for more inclusive, transparent, and structured leadership practices. Effective governance at the barangay level is heavily reliant on regular and participatory meetings. When constituents are engaged in decision-making and policy discussions, it not only enhances transparency but also promotes shared responsibility (Brillantes & Fernandez, 2011; World Bank, 2021). According to the Department of the Interior and Local Government (DILG), barangay assemblies and meetings serve as vital platforms for grassroots democracy and should be conducted regularly to ensure participatory governance (DILG, 2020a). Community organizations require written records to document decisions, track actions, and maintain transparency that are often underdeveloped in small barangay-level groups (UN-Habitat, 2020). According to Moreno and Cruz (2021), the establishment and sustainability of local organizations hinge on leadership training and grassroots capacity-building efforts. Moreover, involving residents in these efforts promotes ownership and sustainability, as people are more likely to support and sustain programs that they help design and manage (Jacoby, 2015; Uy et al., 2023).

Table 3 outlines the empowerment-related needs of residents in Barangay San Isidro, based on five key indicators. With an overall mean of 4.05, all indicators were rated as "Needed," indicating that community empowerment remains an important concern in the area and presents opportunities for targeted intervention. The highest-rated item was "community members' active participation in policymaking and implementation processes" (4.23). This suggests a strong aspiration for inclusive governance where community members do not merely receive policies but help shape and implement them. Closely following is the need for "access to information" (4.15), which is crucial for informed participation. Two other indicators, "knowledge on how to raise concerns through due process" (4.08) and "programs that build self-confidence" (4.04) underscore the need to equip residents with advocacy skills and personal development tools. The lowest rated, yet still needed, indicator was "participatory management of community resources" (3.73). While slightly lower than the others, this still reflects a recognition that empowerment is strengthened when resource management is collaborative.

Table 4. Community Needs in relation to Empowerment

Empowerment	Mean	SD	Qualitative Interpretation
1. Community members to active participation in policymaking and implementation processes. <i>(Mga miyembro sa komunidad sa aktibong partisipasyon sa mga proseso sa paghimo og polisiya ug pagpatuman.)</i>	4.23	0.815	Needed
2. Access to information in empowering community members. <i>(Pag-access sa kasayuran sa paghatag gahum sa mga miyembro sa komunidad.)</i>	4.15	0.834	Needed
3. Knowledge on how to raise concerns following the due process established in our community. <i>(Kahibalo kung unsaon pagpataas sa mga kabalaka subay sa angay nga proseso nga gitukod sa among komunidad.)</i>	4.08	0.935	Needed
4. There is a need for programs that build self-confidence among community members. <i>(Adunay panginahanglan alang sa mga programa nga makapalambo sa pagsalig sa kaugalingon sa mga miyembro sa komunidad.)</i>	4.04	0.662	Needed
5. The management of community resources allows for the participation of all members, enhancing our collective empowerment. <i>(Ang pagdumala sa mga kahinguhaan sa komunidad nagtugot sa pag-apil sa tanan nga mga miyembro, pagpausbaw sa atong kolektibong paghatag gahum.)</i>	3.73	0.919	Needed
Overall	4.05	0.833	Needed

Studies confirm that participatory governance leads to better accountability, increased civic trust, and stronger local ownership of programs (World Bank, 2021; Brillantes & Fernandez, 2011). This also aligns with CHED's mandate for higher education institutions to promote people-centered community engagement through their extension programs (CHED, 2019). Without transparency and timely dissemination of relevant information, even well-intentioned community projects may fail due to misinformation or lack of public involvement (UNESCO, 2020). Empowerment is strengthened when

citizens are well-informed and can contribute meaningfully to community decisions. Empowerment is both a structural and psychological process. The belief in one's ability to influence events is a foundational element of empowerment. Programs that help community members express their concerns, understand grievance mechanisms, and engage in dialogues with decision-makers foster both individual and collective agency. This aligns with the principle of community-based resource management, which promotes shared responsibility and stewardship for local development (UN-Habitat, 2020).

Table 4 presents the perceived needs of the community in relation to their capacity to act on shared concerns and development priorities. With an overall mean of 4.25, all indicators fall under the "Needed" category, indicating a strong interest and perceived importance of active involvement in community planning, project implementation, and skills development. The highest-rated item, "community members actively engage in planning and executing projects" (4.42), reflects a significant need for involvement in the practical aspects of community development. This shows that residents are not just seeking to voice concerns they also wish to participate in hands-on planning and implementation. Closely following are two items tied with the mean of 4.35, "collaborative action to tackle larger community issues" and "active participation in actions that promote the effective management of community resources". The need for a "computer literacy program" (4.15) indicates that community members recognize the value of digital skills in today's administrative and economic landscape. Lastly, "awareness of how to develop an annual strategic plan" (4.00) also ranked as needed. This suggests a gap in formal strategic planning capacity, which is essential for aligning local development efforts with long-term goals.

Table 5. Community Needs in relation to Action

Action	Mean	SD	Qualitative Interpretation
1. Community members actively engage in planning and executing projects. <i>(Ang mga miyembro sa komunidad aktibong nakigbahin sa pagplano ug pagpatuman sa mga proyekto).</i>	4.42	0.643	Needed
2. Collaborative action to tackle larger community issues. <i>(Pagtinabangay nga aksyon aron masulbad ang dagkong mga isyu sa komunidad).</i>	4.35	0.689	Needed
3. Active participation in actions that promote the effective management of our community's resources. <i>(Aktibo nga partisipasyon sa mga aksyon nga nagpasiugda sa epektibong pagdumala sa mga kahinguhaan sa atong komunidad).</i>	4.35	0.629	Needed

4. Computer Literacy Program for enhancing the skills of community members. <i>(Ang pag-implementar sa Computer Literacy Program hinungdanon alang sa pagpauswag sa kahanas sa mga miyembro sa komunidad).</i>	4.15	0.967	Needed
5. Awareness of the steps needed to develop an Annual Strategic Plan that meets community's objectives. <i>(Kaamgohan sa mga lakang nga gikinahanglan aron makahimo og Annual Strategic Plan nga makatubag sa mga tumong sa atong komunidad).</i>	4.00	0.632	Needed
Overall	4.25	0.712	Needed

According to the World Bank (2021), citizen participation in project design and execution increases transparency, ownership, and the long-term success of local development programs. These responses show that residents value collective effort and shared responsibility – critical characteristics of empowered and resilient communities. Carter et al. (2019) note that action-oriented collaboration fosters not only efficiency in addressing problems but also builds social capital, which strengthens local networks and trust. Digital literacy enhances communication, documentation, access to resources, and economic opportunities (UNESCO, 2020). Equipping barangay workers and residents with basic ICT competencies can significantly improve the efficiency of community operations and increase access to e-governance services. Local government units are encouraged by the Department of the Interior and Local Government (DILG) to prepare Barangay Development Plans and Annual Investment Plans as tools for community planning and providing training on these processes will help institutionalize good governance practices (DILG, 2020b).

Table 5 outlines the respondents’ perceptions of their community’s developmental needs, particularly in relation to organizational contribution, training, evaluation, and sustainability. With an overall mean of 4.36, these responses fall into the "Needed" to "Highly Needed" range, underscoring the community's strong interest in long-term, structured, and participatory development planning. The highest-rated indicator was “clear connection between community organization and sustainable development within our barangay” (4.54). This reflects a strong awareness among community members of the critical role that organized efforts play in achieving sustainable development goals (SDGs). The need for “regular evaluations of community programs” scored a mean of 4.50, indicating a strong understanding that development is not static and requires continuous monitoring. This reflects a maturing developmental mindset where the community values feedback loops and performance measurement as mechanisms for progress. Two indicators “training and education for long-term development” and “knowledge on how to assess development and identify areas for improvement” had a mean of 4.27, confirming the community’s interest in building internal capabilities for self-assessment and strategic planning. The indicator “our organization contributes

significantly to the overall development of our area” also received a strong rating (4.23). This shows a recognition of the collective impact of barangay workers and other community structures.

Table 6. Community Needs in relation to Development

Development	Mean	SD	Qualitative Interpretation
1. Clear connection between community organization and sustainable development within our barangay. <i>(Klaro nga koneksyon tali sa organisasyon sa komunidad ug sa malungtarong kalamboan sulod sa atong barangay).</i>	4.54	0.508	Highly Needed
2. Regular evaluations of our community programs as essential for ongoing development and improvement. <i>(Ang regular nga mga ebalwasyon sa mga programa sa komunidad mahinungdanon alang sa padayon nga kalamboan ug kalamboan).</i>	4.50	0.648	Needed
3. Training and education for the long-term development of the community. <i>(Ang pagbansay ug edukasyon alang sa dugay nga pag-uswag sa komunidad).</i>	4.27	0.874	Needed
4. Knowledge on how to assess development and identify areas for improvement. <i>(Kahibalo para sa pagtimbang-timbang sa pagproseso sa nahimong kauswagan arin mahinal-an ang luar nga kinahanglan pang tarunon).</i>	4.27	0.919	Needed
5. Organization contribute significantly to the overall development of our area. <i>(Ang organisasyon dakog ikatampo sa kinatibuk-ang kalamboan sa atong lugar).</i>	4.23	0.815	Needed
Overall	4.36	0.753	

According to the United Nations (2020), locally organized structures like barangay councils and grassroots associations serve as fundamental enablers for achieving sustainability, especially in rural and semi-urban settings. This aligns with CHED’s guidelines on community engagement, which emphasize integrating sustainability into higher education extension efforts (CHED, 2019). It also suggests that residents view organization not just as a governance tool but as a driver of economic, social, and environmental progress. As Brinkerhoff and Morgan (2010) assert, local capacity is only effective when supported by internal mechanisms for learning and adaptive planning. Education, particularly in areas like planning, needs assessment, and development metrics, is foundational to sustainable progress (UNESCO, 2020; Carter et al., 2019).

Table 6 outlines the structure of the developed community extension initiative titled Project LEAD (Leadership, Empowerment, Action, and Development). This program is designed to strengthen community governance, enhance participatory development, and promote inclusive leadership practices within Barangay San Isidro, Valencia City. The project aligns with the community's identified needs and focuses on equipping local leaders and residents with the necessary skills and tools to drive sustainable development. The LEAD project aims to establish a solid leadership foundation by conducting seminars and workshops on management techniques and effective decision-making practices. These activities are intended to raise awareness and build essential leadership competencies among barangay officials and workers. Also, seeks to encourage proactive community involvement by implementing mentoring sessions and capacity-building seminars, including training on the formulation of Annual Strategic Plans.

Table 7. Proposed Community Extension Project LEAD

Key Result Area	Specific Objective	Project Objectives	Persons Responsible	Timeline
Leadership	<ul style="list-style-type: none"> Establish a strong leadership foundation within the community. 	<ul style="list-style-type: none"> Conduct seminar and workshop management techniques and fosters effective leadership skills. Increase awareness of leadership and decision making. 	<ul style="list-style-type: none"> Extension Coordinator Faculty Volunteer Student Volunteer Barangay Officials Barangay Workers Resource Speaker 	2025-2028
Empowerment	<ul style="list-style-type: none"> Empower community members to take initiative and lead projects. 	<ul style="list-style-type: none"> Assign barangay officials to streamline processes and Workflows in the organization. Conduct seminar and workshop about the steps on making annual strategic plan. 	<ul style="list-style-type: none"> Extension Coordinator Faculty Volunteer Student Volunteer Barangay Officials Barangay Workers Resource Speaker 	2025-2028

Action	<ul style="list-style-type: none"> • Community action on issue that matter to community problem. 	<ul style="list-style-type: none"> • Implementation of annual strategic plan in different offices in Barangay San Isidro. • Introduce intermediate training focused on data management and digital communication tools. 	<ul style="list-style-type: none"> • Extension Coordinator • Faculty Volunteer • Student Volunteer • Barangay Officials • Barangay Workers • Resource Speaker 	2025-2028
Development	<ul style="list-style-type: none"> • Foster continuous development and sustainability in the community. 	<ul style="list-style-type: none"> • Schedule follow-up visits to assess progress and provide additional guidance. • Present the successful formed barangay Annual Strategic Plan • Prepare program evaluation reports and share findings with the community. 	<ul style="list-style-type: none"> • Extension Coordinator • Faculty Volunteer • Student Volunteer • Barangay Officials • Barangay Workers • Resource Speaker 	2025-2028

These initiatives are designed to foster accountability and initiative among local leaders. It focuses on transforming plans into practice through the implementation of the Annual Strategic Plan across barangay offices. Additionally, the program introduces intermediate training in data management and digital communication tools to support effective community operations. Ensures continuity and long-term impact through scheduled follow-up visits, presentation of strategic planning outcomes, and preparation of evaluation reports. These activities aim to promote reflective learning, transparency, and evidence-based decision-making in community development. The project will

run from 2025 to 2028 and will be implemented through the collaboration of extension coordinators, faculty and student volunteers, barangay officials, barangay workers, and invited resource speakers. By integrating leadership training with practical governance strategies, Project LEAD aims to empower communities to become self-reliant, inclusive, and development driven.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study reveal a well-defined and urgent need for capacity building in leadership, empowerment, action, and development within Barangay San Isidro. The demographic profile indicates a community with a diverse age range and a strong educational foundation, composed entirely of barangay workers with stable residential status. This demographic context provides a solid base for the successful implementation of development programs. Respondents consistently expressed high needs for improved leadership skills, active participation in policymaking, community empowerment, strategic planning, and sustainable development initiatives. These results underscore the critical gaps in governance and community involvement that Project LEAD aims to address. The strong desire for inclusive decision-making processes, capacity-building in technical and organizational skills, and regular program evaluations highlight the community's readiness and enthusiasm for collaborative development efforts.

In light of these results, it is recommended that Project LEAD be fully implemented from 2025 to 2028, focusing on its four core areas: leadership development, empowerment through mentoring and training, actionable community engagement, and continuous development through monitoring and evaluation. Priority should be given to conducting comprehensive seminars and workshops on leadership and strategic planning, alongside practical training in digital literacy and resource management. Active involvement of barangay officials and community members should be encouraged to foster ownership and sustainability of initiatives. Furthermore, regular follow-up visits and transparent reporting will be essential to assess progress and refine program activities. Future research may also explore the long-term impacts of these interventions on community resilience and socio-economic outcomes, ensuring that Project LEAD remains responsive and adaptive to emerging local needs.

ACKNOWLEDGMENT

The researchers extend their gratitude to the residents and local government unit of Barangay San Isidro, Valencia City, Bukidnon for the approval to conduct the needs assessment. Also, the faculty, staff and students from the Office Administration Department for the effort in conducting surveys and in-depth interviews. To Philippine College Foundation through the Community Extension Services office which paved the way for the success of this study.

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