

## Community Empowerment through Education: A Needs-Based Extension Framework of Philippine College Foundation-School of Education

Aiko B. Enriquez<sup>1</sup>, Abbie S. Ederosas<sup>2</sup>, Ricardo F. Uy Jr<sup>3\*</sup>

Philippine College Foundation

**Corresponding Author:** Ricardo F. Uy Jr. [ricardouy@pcf.edu.ph](mailto:ricardouy@pcf.edu.ph)

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### ABSTRACT

This study aimed to develop a needs-based extension framework for the School of Education at Philippine College Foundation, focusing on uplifting Barangay Barobo, Valencia City, Bukidnon. Using a descriptive research design, data were collected through validated questionnaires and focus group discussions. Results revealed a strong need for improved instructional materials, enhanced basic literacy and numeracy skills, and responsible parenting training. There was also a call for increased access to school supplies and stronger parental involvement in education. In response, the study proposed Project LEARN (Literacy Enhancement through Awareness, Reading, and Numeracy), a community extension program designed to address these educational gaps and promote sustainable development. The project underscores the institution's commitment to community engagement and educational equity.

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## INTRODUCTION

Higher Education Institutions (HEIs) in the Philippines are mandated to fulfill four core functions: instruction, research, extension and production. Among these, community extension is a critical yet sometimes overlooked responsibility, requiring HEIs to engage meaningfully with communities beyond the campus and contribute to inclusive development. As emphasized in CHED Memorandum Order No. 48, s. 1996, this function positions HEIs as agents of social transformation by leveraging their expertise to address real-world challenges. Despite the growing recognition of community extension, many HEIs continue to struggle with designing programs that genuinely reflect the needs of their intended beneficiaries. A key reason for this gap is the absence of rigorous, participatory community needs assessments, resulting in projects that are often generic and short-lived (Patalinghug & Bustamante, 2022; Uy et al., 2023). In Barangay Barobo, there is a pressing need to address deficits in basic literacy and numeracy among both school-aged children and adults, along with challenges related to parental involvement in children's education. Without a clear understanding of these localized needs, well-intentioned programs risk becoming misaligned with community realities, thus limiting their potential for long-term impact.

Recent literature supports the study's rationale, emphasizing the importance of participatory approaches in extension planning and implementation (Garcia & Uy, 2025). For instance, Ferrater-Gimena et al. (2024) highlight how needs-based programs enhance community ownership and ensure relevance in state-funded HEI initiatives. Research also shows that active parental engagement significantly improves student learning outcomes, yet barriers such as poverty, low educational attainment, and lack of instructional resources remain persistent obstacles (Miñoza & Elloran, 2023; Arcilla et al., 2025; Pagutayao & Paglinawan, 2024). Moreover, successful adult literacy programs are rooted in culturally relevant content and community participation (Patajo & Lim-Peczon, 2023).

This study's significance lies in its development of a data-driven, community-informed extension framework tailored specifically to the context of Barangay Barobo. By combining quantitative surveys and qualitative focus group discussions, it captures the nuanced perspectives and priorities of community members. This methodological integration ensures that interventions go beyond one-size-fits-all solutions and are instead grounded in the lived experiences and aspirations of local stakeholders. The resulting framework serves not only as a roadmap for the Philippine College Foundation but also as a potential model for other HEIs seeking to improve the effectiveness and sustainability of their community extension services.

### ***Objectives for the Study***

1. To determine demographic and socioeconomic data that may impact perceived community needs.
2. To assess the level of community needs regarding education and responsible parenting.

To develop an extension program framework that aligns with the identified needs and objectives of the PCF-School of Education.

## **IMPLEMENTATION AND METHODS**

This study utilized a descriptive research design to obtain information concerning the residents' needs at Barangay Barobo, Valencia City. The community is being occupied by diverse ethnic groups. It was selected as the research locale based on the initial site visit and residents' living condition. A survey questionnaire, designed to gather relevant information on the community's perceived needs, was developed by the researcher. This questionnaire underwent a rigorous content validation process, with three experts in research and extension reviewing and validating the content for relevance, clarity, and applicability. Field testing was conducted to determine the reliability of the instrument, achieving a Cronbach's alpha of 0.94, which indicates high internal consistency and reliability.

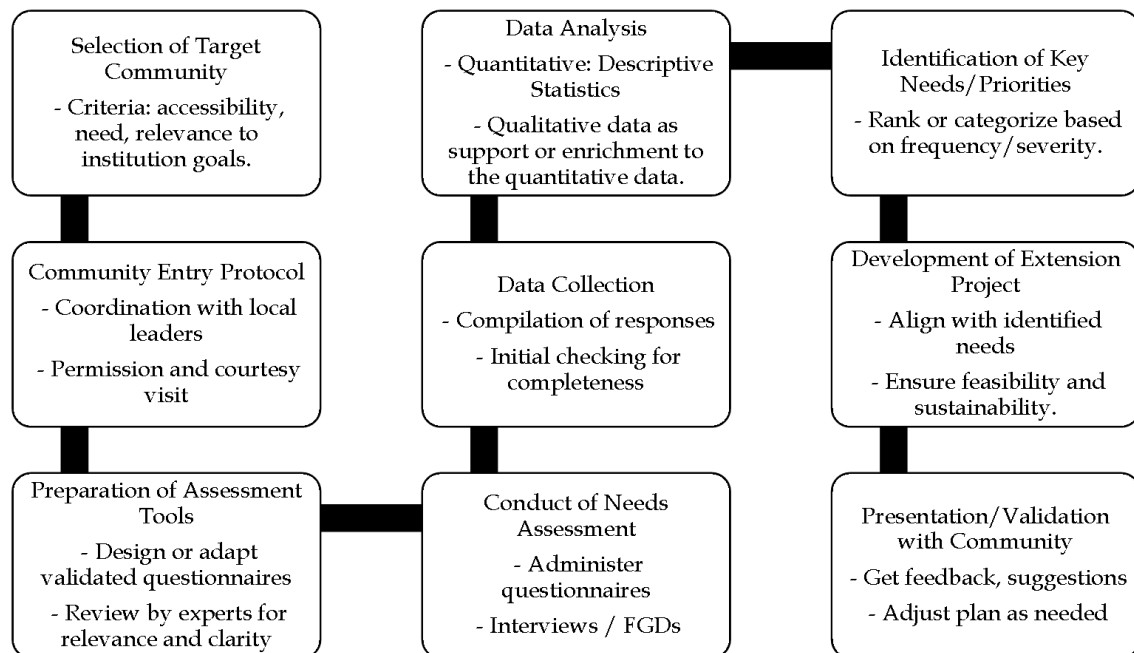
The survey questionnaire consisted of two parts; the first part was demographic profile in which this section collected general information about respondents to understand the characteristics of the sample population. The second part was the five-point Likert scale to rate the perceived needs of the community. Frequency and percentages were used to analyze the demographic profile of the respondents and weighted mean was calculated to assess community's perceived needs. Each item on the scale ranged from "Highly Needed" to "Not Needed," with the following scale and interpretations:

**Table 1. Item on the Scale Ranged from "Highly Needed" to "Not Needed"**

| <b>Scale</b> | <b>Range</b> | <b>Descriptive Interpretation</b> | <b>Qualitative Interpretation</b> |
|--------------|--------------|-----------------------------------|-----------------------------------|
| 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                 |

Data collection began with the distribution of the survey questionnaire to a representative sample of the community. After completing the survey, a random selection of key informants was invited to participate in focus group discussions (FGD) to gather deeper insights and validate the quantitative survey results. Participants were fully informed of the study's purpose, their right to withdraw at any time without consequence, and the measures taken to protect their confidentiality. Each participant was provided with informed consent, confirming their voluntary participation. As all participants were at least 18 years old, their consent was duly certified. The study adhered to ethical guidelines to protect participants' rights and privacy. Participants' identities were anonymized

to maintain confidentiality, and data was stored securely. After completing the research, the findings were presented to the community in alignment with the principle of knowledge sharing, ensuring that the community members could benefit from understanding the study's outcomes.



**Figure 1. Community Needs Assessment Process (adapted from Armada & Uy, 2025; Hangcan & Uy, 2025)**

## RESEARCH RESULTS AND DISCUSSION

Table 1 presents the frequency and percentage distribution of the respondents' demographic profiles, encompassing age, educational attainment, and occupation. The survey included a total of 50 residents from Barangay Barobo. The data reveals that the community has a significant representation of adults in their prime working and parenting years. Specifically, 34% (17 respondents) fall within the 35-44 years old age bracket, mirroring another 34% (17 respondents) in the 45-54 years old range. Younger adults, aged 18-24 years old were 12% (6 respondents) and 25-34 years old, each account for 10% (5 respondents each), while older adults, aged 55-64 years old, represent 4% (2 respondents), and those 65 years and above comprise 6% (3 respondents). This distribution highlights a mature community, where a substantial portion of the population is likely to be actively involved in raising families and participating in community life, making them crucial stakeholders for educational and parenting interventions.

Moreover, the educational landscape of Barangay Barobo indicates a substantial need for basic education support. A considerable 36% (18 respondents) reported having only an elementary level education, with an additional 24% (12 respondents) being elementary graduates. Those who reached high school level constitute 20% (10 respondents), while high school graduates and college graduates both account for only 10% (5 respondents). This finding is critical as parental educational attainment has profound implications for children's development and engagement in learning. As underscored by Bornstein et al. (2021) and a review by Nudelman et al. (2022), parental education is a robust predictor of children's cognitive development and academic success, often influencing the quality of home learning environments. The prevalence of lower educational attainment within the respondent group suggests potential challenges in areas such as assisting children with homework, understanding complex school communications, or advocating for educational resources, thereby emphasizing the urgent need for foundational literacy and numeracy programs.

**Table 2. Percentage Distribution of Respondent's Demographic Profile**

| Profile Variables             | Frequency | Percentage |
|-------------------------------|-----------|------------|
| <b>Age</b>                    |           |            |
| 18-24 years old               | 6         | 12%        |
| 25-34 years old               | 5         | 10%        |
| 35-44 years old               | 17        | 34%        |
| 45-54 years old               | 17        | 34%        |
| 55-64 years old               | 2         | 4%         |
| 65 above                      | 3         | 6%         |
| <b>Educational Attainment</b> |           |            |
| Elementary Level              | 18        | 36%        |
| Elementary Graduate           | 12        | 24%        |
| High School Level             | 10        | 20%        |
| High School Graduate          | 5         | 10%        |
| College Graduate              | 5         | 10%        |
| <b>Occupation</b>             |           |            |
| Employed                      | 18        | 36%        |
| Hired Labor                   | 29        | 58%        |
| Unemployed                    | 3         | 6%         |

The occupational profile reveals that the majority of respondents, 58% (29 individuals), are employed as hired labor, while 36% (18 individuals) are formally employed, and 6% (3 individuals) are unemployed. This distribution suggests that a significant portion of the community engages in manual or contractual work, which may entail irregular hours, lower wages, and limited benefits. Such occupational structures can directly impact the time and resources available for parental involvement in education. Research divulged economic constraints and livelihood demands as significant impediments to parental engagement in their children's schooling in the Philippines (Miñoza & Elloran,

2023; Morre & Uy, 2025). Consequently, extension programs must consider the practical realities of these households, offering flexible schedules and accessible modes of learning that accommodate their work commitments.

The demographic insights from Barangay Barobo provide a crucial foundation for designing a truly needs-based extension framework. The low educational attainment among a significant portion of parents (36% with elementary level education) directly correlates with research indicating that parents with lower educational backgrounds may face more challenges in providing rich home learning environments or engaging in enrichment activities that foster academic development. For example, Alampay et al. (2021) found in the Philippines that socioeconomic factors, which are often intertwined with parental education and occupation, significantly influence parental engagement and children's early learning outcomes. Furthermore, studies like that by Tadesse and Muluye (2021) highlight how lower parental education can reduce the likelihood of active participation in school activities and support for children's learning at home. This does not imply a deficit in parental care but rather emphasizes areas where targeted educational support can be most impactful.

Furthermore, while parents often become less involved in formal school-based activities as children age, their continued engagement in informal enrichment activities remains vital (Davis-Kean et al., 2019). The finding that 58% of respondents are hired laborers suggests that families may prioritize immediate economic survival, potentially limiting opportunities for educational outings or dedicated time for home learning due to demanding work schedules and financial constraints. This aligns with findings from Miñoza and Elloran (2023), who identified that while parents acknowledge the importance of education, their ability to be involved is often constrained by livelihood demands and poverty. However, it is important to note that a positive attitude towards education persists despite these challenges (Miñoza & Elloran, 2023), indicating a strong foundational desire for their children's success that programs can leverage.

Table 3 presents the community's identified needs concerning instructional materials. The findings unequivocally demonstrate that programs related to instructional resources are highly needed by the community of Barangay Barobo, reflected in an overall mean score of 4.90.

**Table 3. Community Needs in Instructional Materials**

| Indicators                                                           | Mean | Descriptive Interpretation |
|----------------------------------------------------------------------|------|----------------------------|
| Access to school supplies.                                           | 4.98 | Highly Needed              |
| Access to all equipment at School.                                   | 4.90 | Highly Needed              |
| Access to all books inside the School premise.                       | 4.90 | Highly Needed              |
| Access to activity sheets and fact sheets inside the school premise. | 4.86 | Highly Needed              |
| Access to modules inside the school premise.                         | 4.86 | Highly Needed              |
| Overall Mean                                                         | 4.90 | Highly Needed              |

The most critical need identified is access to school supplies, registering an exceptionally high mean of 4.98, indicating near-unanimous consensus on its necessity. This finding is echoed by a parent's poignant testimony during the focus group discussion, highlighting a dire shortage of basic school infrastructure, specifically chairs:

*"Kani among hangyo maam murag bug at gyud ni siya pero kay sa among nabantayan ang tulunghaan diris Barobo galisud gyud silag hatag apod sa mga lingkuranan kay gadaghan na ilang estudyante. Kanang ug okay ra unta Ninyo mangayo kamig gamayng tabang nga madungagan ang ilang mga bangko. Kay atong miagi, ni bisita kos akong anak kay naghatud kos iyang balon, Nakita nako ddto nga kasagaran saila nag yaka sa salog kay way bangko. "*

(This is our humble request, ma'am. We understand that it may be quite a burden, but based on our observations, the school in Barobo is truly struggling to provide sufficient chairs due to the growing number of students. If it is acceptable to you, we would like to respectfully ask for any assistance in providing additional chairs. During one of my visits to bring lunch to my child, I personally witnessed that many students were sitting on the floor because of the limited number of available chairs.)

This firsthand account underscores a fundamental barrier to effective learning environments. Recent studies corroborate the profound impact of adequate school supplies and facilities on student learning and engagement. For instance, a study by Akram et al. (2020) emphasized that the availability of basic educational resources significantly influences students' academic performance and retention, particularly in underserved areas. Furthermore, Pagutayao and Paglinawan (2024) specifically linked the availability of instructional materials to enhanced student engagement, a principle applicable across subjects.

Beyond basic supplies, the community also expressed a highly needed demand for access to all equipment at school (4.90) and access to all books inside the school premises (4.90). This indicates a broader desire for a well-resourced learning environment beyond mere consumables. The need for access to activity sheets and fact sheets inside the school premises (4.86), as well as access to modules inside the school premise (4.86), further highlights a pressing requirement for structured, accessible learning content. These findings resonate with the insights shared by another respondent:

*"Gusto usab namo nga matagaan ug kabug aton ang among anak sa pagtoun ug basa arun ma di na kayo me maglisud ug toon saila, ug mahimo matagaan silag dugang nga mga module ug mga libro nga madala sa panimalay arun kami ginikanan maka abag abag ug tudlo sa among mga anak."*

(We also hope that greater emphasis can be placed on helping our children learn to read and study effectively, so that we, as parents, will not find it too difficult to assist them with their learning. It would be greatly appreciated if they could be provided with additional modules and books that they can take home, allowing us as parents to better support and guide them in their studies.)

The collective high scores for all indicators under instructional materials signal a critical gap in the existing educational provisions within Barangay Barobo. This lack of access to fundamental learning resources – from basic school supplies and physical infrastructure like chairs to textbooks, modules, and supplementary activity sheets, presents a significant impediment to quality education. As highlighted by Pagutayao and Paglinawan (2024), the scarcity of appropriate instructional materials directly hinders student engagement and academic achievement. In contexts like Barangay Barobo, where resources are limited, the provision of these materials is not merely supplementary but foundational to learning.

Moreover, the community's desire for take-home modules and books "modules and books that can be brought home" aligns with contemporary educational strategies that promote blended learning and parental involvement, especially in rural or underserved areas. This demand indicates an understanding within the community of the value of sustained learning outside formal school hours. Recent studies on educational continuity during disruptions, such as the COVID-19 pandemic, have underscored the critical role of accessible modules and digital learning materials in maintaining educational progress (Llego, 2020; Pama et al., 2023). By addressing these needs, the proposed extension program can not only improve student learning outcomes within the school but also empower parents to become more active facilitators of learning within their homes, thereby bridging the educational divide and strengthening the home-school connection. The provision of these materials can significantly alleviate the financial burden on families, directly addressing one of the key barriers to parental involvement identified in the demographic section.

Table 4 illustrates the community's profound needs regarding basic literacy, with the overall mean indicating that programs in this area are highly needed (4.77). This finding highlights fundamental gaps in foundational academic skills that are critical for individual and community advancement.

**Table 4. Community Needs in Relation to Basic Literacy**

| Indicators                                       | Mean | Descriptive Interpretation |
|--------------------------------------------------|------|----------------------------|
| Mastery of four basic operations in Mathematics. | 4.82 | Highly Needed              |
| Mastery of Writing.                              | 4.80 | Highly Needed              |
| Mastery in Reading.                              | 4.76 | Highly Needed              |
| Mastery of counting numbers.                     | 4.74 | Highly Needed              |
| Mastery of spelling basic words.                 | 4.72 | Highly Needed              |
| Overall Mean                                     | 4.77 | Highly Needed              |

The most pressing need identified is mastery of four basic operations in Mathematics, registering a mean of 4.82, signifying it as highly critical for the community. This resonates deeply with a parent's heartfelt concern during the focus group discussion:



*“Akong anak hinay kayo sya sa Math, kinahanglan nga mas tagaan ug kabug-aton ang matematiks kay akong anak gikan sa skwelahan mag dagan dagan painguns akoo kay magpatudlo. Ako nga ginikanan, maglisud pud ko ug atiman dha dha kay gabantay kos tindahan, mao ng matabangan nako sya ana ng gabie. Unta kani ang mas matagaan ug higayon ang pag pabug-at pas kahibal an sa akong anak sa math kay mag sige siyag ingun nga mag undang nalang kay di gyud kayo sya kasabot sailing lesson sa Math”.*

(My child is struggling significantly in Mathematics. There is a need to place greater emphasis on this subject because every time my child comes home from school, he immediately runs to me for help with his math lessons. As a parent, I also find it difficult to assist him during the day as I am tending to our store, so I can only help him at night. I sincerely hope that more attention can be given to strengthening students' understanding of Mathematics. My child often expresses a desire to give up, saying that he really cannot understand the lessons in Math.)

Another parent echoed this challenge, stating

*“Sa akoo nga kahintang ang akoo nga case kay akong anak dili Kayo kamao ug ihap sa mga numero. Mao kini nga maglisud pud kog tudlo. Sama sa pag tan aw ug orasan, di gyud siya kamao. Siguro mao na among pangayoan ug gamayng tabang ninyo maam”.*

"In my current situation, my child is having great difficulty with basic numeracy skills. He still does not know how to count numbers properly, which also makes it challenging for me to teach him. For example, he does not even know how to read the time on a clock. Because of this, we are humbly requesting a little assistance from you, ma'am."

These personal accounts underscore the daily struggles faced by both children and parents due to foundational mathematical difficulties. Recent studies consistently affirm the importance of early numeracy skills for overall academic success and future life opportunities (Watts et al., 2021). The lack of proficiency in basic mathematical operations can hinder problem-solving abilities, limit career prospects, and impede effective financial literacy, all of which are essential for navigating modern life.

Beyond numeracy, the community also identified a high need for mastery of writing (4.80), mastery in reading (4.76), and mastery of spelling basic words (4.72). These interconnected skills form the bedrock of basic literacy. The high demand across these indicators suggests that a significant portion of the community, both adults and children, may struggle with fundamental communication and comprehension abilities. This aligns with national reports indicating persistent literacy challenges in certain segments of the Philippine population (Philippine Statistics Authority, 2022). Without these essential skills, individuals face substantial barriers to accessing information, participating fully in civic life, pursuing further education, or securing stable employment, thereby perpetuating cycles of disadvantage within the community.

The overwhelming demand for interventions in basic literacy, particularly in mathematics, reading, and writing, reveals a profound educational challenge within Barangay Barobo. These foundational skills are not merely academic competencies but are critical community assets that significantly influence every facet of life, from economic opportunity and health outcomes to civic engagement and social cohesion (UNESCO, 2020). When individuals lack these basic proficiencies, their ability to thrive is severely limited, impacting on their capacity to understand public health information, participate in democratic processes, or engage in skills training for better livelihoods.

The identified difficulties in basic mathematics, as evidenced by parental concerns, point to an urgent need for targeted numeracy programs. Early mathematical understanding is a strong predictor of later academic success and is crucial for critical thinking and problem-solving in everyday contexts (Watts et al., 2021). Similarly, the high need for reading and writing mastery emphasizes the imperative for comprehensive literacy interventions. Studies by World Bank (2020) and UNESCO (2021) underscore that strong literacy skills are foundational for lifelong learning, enabling individuals to adapt to changing economic landscapes and access information vital for their well-being.

The expressed desire for support from parents, who themselves might face educational limitations, highlights a critical opportunity for intergenerational learning initiatives. Programs that not only teach children but also empower parents with basic literacy skills and strategies to support learning at home can create a reinforcing cycle of educational advancement. This approach recognizes the transactional nature of development, where parental involvement and child outcomes mutually influence each other (Bornstein et al., 2020). By addressing these fundamental literacy gaps, the proposed extension framework can directly contribute to enhanced individual capabilities, improved household resilience, and ultimately, a more empowered and vibrant community.

Table 4 presents the community's identified needs concerning Responsible Parenting, with the overall mean of 4.85 strongly indicating that programs in this area are highly needed. This finding highlights the community's proactive desire to enhance their parenting skills and more effectively support their children's development.

The most prominent need expressed is training for parental involvement in child's learning, with an exceptionally high mean of 4.94, signalling its paramount importance. This directly reflects parents' aspirations to be more actively engaged in their children's educational journeys, despite facing various constraints. As one respondent expressed during the focus group discussion:

*"Kinahanglanon gyud kayo namo diri maam ang mag gahin ug oras para mag apil ug mga seminar bahin sa pgka ginikanan para among matabangan among mga anak ug sakto nga pamatasan ug respito sa isig ka tawo. Mao kana among mga kinahanglan kay akong nabantayan karun nga ang mga ginikanan kay yano-yanohon ras mga anak nga mura nag dili nila ginikanan."*

(Ma'am, we strongly feel the need to allocate time to attend seminars or orientations on responsible parenting so that we can better support our children in developing proper behavior and respect for others. This is one of our important needs, as I have observed that nowadays, some parents tend to treat their children too casually, to the point where they no longer act with the authority and guidance expected of a parent.)

**Table 5. Community Needs in relation to Responsible Parenting**

| Indicators                                             | Mean | Descriptive Interpretation |
|--------------------------------------------------------|------|----------------------------|
| Training for parental involvement in child's learning. | 4.94 | Highly Needed              |
| Seminar on responsible parenting.                      | 4.86 | Highly Needed              |
| Stress Management program for parents and children.    | 4.84 | Highly Needed              |
| Seminar on Parenting Styles.                           | 4.80 | Highly Needed              |
| Seminar on Role of Parents in Education.               | 4.78 | Highly Needed              |
| Overall Mean                                           | 4.85 | Highly Needed              |

This sentiment highlights a deep-seated desire among parents to acquire the necessary tools and knowledge to nurture their children holistically. Recent research consistently demonstrates that active parental involvement is a critical predictor of children's academic success and social-emotional development (Park & Holloway, 2020; Piga & Barman, 2024). However, as noted by Miñoza and Elloran (2023), Filipino parents, while desiring involvement, often face responsibilities deeply rooted in their culture and socioeconomic conditions that necessitate prioritizing basic family needs before exclusively focusing on educational support. This emphasizes the need for flexible, accessible training programs that acknowledge these daily realities.

Beyond direct learning involvement, the community also identified a strong need for a seminar on responsible parenting (4.86), a stress management program for parents and children (4.84), a seminar on parenting styles (4.80), and a seminar on the role of parents in education (4.78). These high mean scores across various aspects of parenting indicate a holistic desire for guidance in child-rearing practices, emotional well-being, and understanding their educational roles. The respondent's concern about parents "simply [treating] children as if they are not parents" suggests a perceived decline in certain traditional parenting values or a struggle to maintain authority and guidance amidst modern challenges. This aligns with studies indicating that parents, especially in changing societal contexts, often seek resources to adapt their parenting approaches for effective discipline, communication, and fostering positive relationships (Dominguez et al., 2022). Furthermore, the demand for stress management programs acknowledges the significant mental and emotional toll that parenting, especially in resource-constrained environments, can take on both parents and children (O'Farrel et al., 2022).

Finally, the explicit request for a stress management program for parents and children reflects an awareness of the psychological well-being crucial for healthy family functioning. Addressing parental stress can lead to more consistent and positive parenting behaviors, which in turn benefit children's emotional regulation and development (O'Farrel et al., 2022). By integrating these multifaceted aspects of responsible parenting into the extension framework, the Philippine College Foundation can foster stronger family units, capable of nurturing resilient, well-adjusted, and academically engaged children, thereby contributing significantly to the long-term human development and social capital of Barangay Barobo.

Table 6 outlines the proposed extension project LEARN (Literacy Enhancement through Awareness, Reading, and Numeracy), designed to address the identified community needs in Barangay Barobo. This comprehensive plan is structured around key result areas derived directly from the community needs assessment, specifying objectives, activities, responsible parties, and a realistic timeline spanning from 2025 to 2028.

**Table 6. Developed Extension Project LEARN**

| Project <b>LEARN</b> (Literacy Enhancement through Awareness, Reading, and Numeracy) |                                                                                                                                          |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                     |           |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Key Areas                                                                            | Specific Objectives                                                                                                                      | Project Activities                                                                                                                                                                                                                                                                          | Persons Responsible                                                                                                                                                                                 | Timetable |
| Basic Literacy and Numeracy Skills:                                                  | <ul style="list-style-type: none"> <li>Strengthen foundational education for children, adults with low literacy and numeracy.</li> </ul> | <ul style="list-style-type: none"> <li>Develop and administer pre- and post-assessment tools to measure baseline and progress in reading, writing, and basic math skills.</li> <li>Conduct structured, interactive learning sessions focused on improving literacy and numeracy.</li> </ul> | <ul style="list-style-type: none"> <li>Barangay Officials</li> <li>Community Leaders and Residents</li> <li>Extension Coordinator</li> <li>Faculty and Staff</li> <li>Student Volunteers</li> </ul> | 2025-2028 |

|                                    |                                                                                                          |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                               |           |
|------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                    |                                                                                                          | <ul style="list-style-type: none"> <li>• Conduct post-assessments using standardized tools to measure overall skill improvement in literacy and numeracy.</li> </ul>                                                                                                                                                    |                                                                                                                                                                                                               |           |
| Improved Parental Involvement .    | <ul style="list-style-type: none"> <li>• Increase parental participation in child's learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize regular parent-teacher meetings and workshops.</li> <li>• Involve parents in school decision-making processes.</li> <li>• Create opportunities for parents to volunteer in schools.</li> <li>• Trains parents to effectively involved in child's learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Barangay Officials</li> <li>• Community Leaders and Residents</li> <li>• Extension Coordinator</li> <li>• Faculty and Staff</li> <li>• Student Volunteers</li> </ul> | 2025-2028 |
| School and Community Involvement . | <ul style="list-style-type: none"> <li>• Enhance community support for education.</li> </ul>             | <ul style="list-style-type: none"> <li>• Conduct community dialogues and consultations on education issues.</li> <li>• Mobilize community resources to support</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>• Barangay Officials</li> <li>• Community Leaders and Residents</li> <li>• Extension Coordinator</li> </ul>                                                            | 2025-2028 |

|  |  |                                                                                                                                                                                                                                                           |                                                                                                     |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--|
|  |  | <p>schools (e.g., fundraising, volunteerism ).</p> <ul style="list-style-type: none"> <li>• Partner with local organizations and businesses to support education initiatives.</li> <li>• Promote community ownership of education development.</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty and Staff</li> <li>• Student Volunteers</li> </ul> |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--|

The key result area directly responds to the highly needed demand for basic literacy and numeracy programs, with an overarching objective to focus on foundational education for children, adults with low literacy, and marginalized communities. The proposed activities include conducting community awareness campaigns about the importance of education and implementing inclusive education programs for children with disabilities. The emphasis on awareness campaigns is crucial, as even with recognized needs, a community's active participation hinges on a shared understanding of education's long-term benefits (García et al., 2020). For instance, a study by Alinsunod and Dizon (2022) in the Philippines highlighted how targeted awareness campaigns can significantly increase community engagement in educational initiatives, particularly in rural areas. Furthermore, the inclusion of programs for children with disabilities is a vital step towards equitable education, reflecting a commitment to inclusivity that aligns with current global and national educational policies (UNESCO, 2020; Department of Education, 2022). This proactive approach ensures that no segment of the community is left behind, fostering a more equitable and accessible learning environment for all.

The consistent timetable of 2025-2028 for all key result areas reflects a commitment to a sustained, multi-year intervention. The list of persons responsible, including Barangay Officials, Community Leaders and Residents, the Extension Coordinator, Faculty and Staff, and Student Volunteers highlight a truly collaborative and multi-stakeholder approach. This collective responsibility is crucial for the successful implementation and institutionalization of Project LEARN, ensuring that the initiative is deeply embedded within the community and benefits from diverse expertise and sustained engagement (Ferrater-Gimena et al., 2024; Uy et al., 2023).

## CONCLUSIONS AND RECOMMENDATIONS

Based on the comprehensive results of needs assessment at Barangay Barobo, the demographic profile, characterized by a large segment of working adults aged 35-54 with elementary-level education and employed as hired laborers, profoundly shapes these needs and the practicalities of intervention, highlighting the critical importance of designing flexible and accessible programs. Moreover, it is concluded that the community highly needs access to basic school supplies, trainings to enhance basic literacy and seminar-training on active involvement of parents in child learning. These identified needs are deeply interconnected, underscoring that a holistic and integrated approach is indispensable for fostering sustainable community empowerment. As a direct response, the study successfully developed "Project LEARN (Literacy Enhancement through Awareness, Reading, and Numeracy)," a needs-based extension program framework specifically designed to address these critical gaps by aligning the institution's resources with the community's most pressing educational and parenting requirements.

In light of these conclusions, it is strongly recommended that the Philippine College Foundation's School of Education prioritize the immediate implementation of "Project LEARN," commencing with the most highly needed areas such as providing essential school supplies and equipment, establishing robust basic literacy and numeracy programs, and conducting comprehensive training for parental involvement in child learning. It is crucial to integrate the insights from the demographic profile into the planning and scheduling of all project activities, ensuring that programs are accessible and convenient for working parents, perhaps through evening or weekend sessions and modular learning options. For the Local Government Unit of Barangay Barobo, active collaboration is paramount; this includes providing logistical support, mobilizing community volunteers, and integrating "Project LEARN" activities into existing barangay development plans to ensure long-term sustainability and local ownership. Finally, for future research and extension linkages, establishing strong, formalized partnerships with relevant government agencies and non-government organizations is recommended to leverage broader resources and expertise, ensuring wider reach and deeper sustainability.

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