

Community Needs Assessment of Barangay 694 Towards an Extension Services Program

Mylene G. Dinglasan¹, Agnes Macalipay², Marie Ann Benette Clavio³,
Rose Ann Claire Roxas⁴, Julie Ann Balbis⁵, Jennieva Gabarda⁶,
Marie Faye Fuertes⁷

^{1,2,3,4,5,6,7}Faculty and Staff of the College of Arts and Sciences, Philippine Christian University

Abstract

Community extension is a university's fourth purpose, and it is addressed in the way extension services are conducted in partner communities. It is imperative that the institution offer learning and support opportunities to community members, particularly to those who lack access to education or employment prospects. Partner communities should benefit from the knowledge and abilities of instructors and non-teaching personnel as well as the teachings that students gain in the classroom. The purpose of this study was to evaluate the needs of the community and create a program for community extension services that would benefit implementers as well as the adopted Barangay. Data required for the creation of the extension service was gathered using a mixed approach. For the quantitative portion, a survey questionnaire was employed, and for the qualitative portion, a focus group discussion was conducted. The selection of participants was done using convenience sampling. The College of Arts and Sciences will base the design of its outreach and community extension initiatives on the perceived needs discovered during the survey's administration. Faculty and students from the College of Arts and Sciences facilitated the focus group discussions. The research revealed the necessity of the following categories: recreation, disaster and preparedness, livelihood, values formation, education, environment, health, and sanitation. Thus, the study led to the development of Community Extension Services Program.

Keywords: Community Needs Assessment, Extension Services, Mixed Method

Introduction

Universities and Colleges in the Philippines are mostly focused on their fourfold function as Higher academic establishments (HEIs). Among these include production, community service, research, and instruction. Giving students knowledge and skills is the main purpose of instruction. Research entails creating novel theories and techniques that can be applied to advance a society and institution. Another role of a university dedicated to the overall growth of the community is service to the community. Ultimately, in order to augment State College and University's (SUC) and Private HEIs revenue and resources, production services are being strengthened.

Among the four duties of HEIs it is community extension that cultivates a culture of empathy and cooperation. Students, instructors, and staff from the participating HEIs have worked together to provide extension services to the adapted community in partnership with their respective academic departments [1]. An institution's extension activities are intended to advance the development and well-being of the

community it serves. Giving resources to people in need and helping them to improve their quality of life would be among a university's greatest achievements. Every community initiative each institution undertakes should demonstrate the basic values. Every college should exemplify these ideals in all of its community endeavors.

A partnership is essential for a Higher Education Institution (HEI) to carry out its mandated responsibilities and provide community services. In order for students, instructors, and administrative staff to share their resources and abilities with the school's community involvement program, a community extension office was formed. Consequently, the community extension service is predicated on individual independence and self-sufficiency. Well-designed programs should take into account the opinions of the people who will be using them.

A quality education must include an extension program. Through connections to and service to the larger community, the extension program helps educational institutions come to life in the eyes and thoughts of stakeholders by immersing them in real-world situations and scenarios. Extension provides services that transfer knowledge and technologies to produce an influence on people empowerment and holistic and sustainable development programs, allowing educational programs to reach and "touch the lives" of communities and the environment.

As the cornerstone of social development, educational institutions have a social obligation to use training, workshops, seminars, and technical advice to impart knowledge and technology, thereby empowering communities and transforming lives. Philippine Christian University (PCU), a private higher education institution in the Philippines, fulfills its mission to democratize high-quality education, to lead the field in innovation and vision, and to inspire people and change lives. PCU expands its services to partner communities and organizations as it attends to the university's fourth role. In accordance with the relevant provisions of Republic Act No. 7722, also known as the Higher Education Act of 1994, and to further promote and enhance relevant and quality higher education in the country, as well as the Commission on Higher Education Memorandum Order No. 48 Series of 1996, higher education institutions must have a credible community extension program, which may take the form of continuing education, application of research results, community service, and the like (www.ched.gov.ph).

A good community profile will guarantee that development programs and initiatives address the real needs of communities. Before the project is created and conducted, it necessitates study and rigorous interaction with community stakeholders and project recipients. Problems and needs must be addressed, and those who will benefit from the project's design must be included. Potential problems can be discovered early, and a good assessment can assist in quantifying reactions, preferences, and priorities before final decisions are made (Cuevas, 2007).

The assessment of community needs is an important activity and phase in community development, and the community worker should be skilled in recognizing community needs as well as assessing community needs for any community projects. A community needs assessment analyzes the community's strengths and resources to satisfy the needs of children, youth, and families. The assessment focuses on the community's capabilities, which include its residents, agencies, and organizations. It provides a framework for developing and identifying services and solutions, as well as for establishing communities that support and nurture children and families. It provides a framework for developing and identifying services and solutions and building communities that support and nurture children and families.

PCU recently established a new partnership with Barangay 694 as a partner community. Barangay 694 is a Barangay in the city of Manila, under the administrative district of Malate. However, before the

institution can adopt community programs, it must first assess the needs of the residents. The community and university will have stronger ties as a result of this engagement. This tries to categorize the residents of Barangay 694's perceived needs and develop services that are suitable for them.

Literature Review

Community Needs Assessment

One method to assist in identifying the actual needs of the community is a needs assessment. Community Needs Assessments seek to gather accurate information representative of the needs of a community [3]. Assessments are carried out in advance of action and are used to ascertain the state of affairs and pinpoint areas that require attention. Evaluations of needs lay the groundwork for crucial planning [3]. Individuals within the community acknowledged these needs. Finding out what specific needs exist in their community.

Community Needs Assessment (CNA) assists in determining the priorities, aims, and objectives of the program. CNA reveals the underlying social structure and culture, which aids in understanding how to meet the needs of the community and make the most of its resources. An essential step in developing a community extension services program is a community needs assessment. This will help to determine the needs of the community, allocate resources, involve the community, develop effective interventions, monitor effectiveness, ensure sustainability, and impact future projects.

Direct observations, questionnaires, focus groups, public meetings, surveys, interviews, and direct observations can all be used to gather information on the needs of the community. A focus group and a survey questionnaire were employed in this study to determine the needs of Barangay 694, a community that Philippine Christian University has recently adopted. Barangay 694 is a Barangay in the city of Manila, under the administrative district of Malate. It is located close to the school and is easily accessible. In a 2017 study by Garcia titled "Integrating Community Services and Research: A Livelihood Needs Assessment at the Countryside of the Philippines," the community's livelihood situation was the main focus, and needs were identified along with suggested courses of action for improvement. The residents of the community were found to be engaged in farming, sold agricultural products, and had only three variety stores getting its supplies from other places. The majority of the livelihood issues they faced had to do with marketing and transportation. They desired better sales, more livelihood programs, and seminars and workshops on business-related topics. According to the findings, a program is required to better meet their needs for a living [2].

In Ireland, a similar study on CNA titled, "A community needs assessment for rural mental health promotion" was conducted by Margaret M. Barry, Ann Doherty, Ann Hope, Jane Sixsmith, C. Cecily Kelleher. Employing a combination of interviewer-administered questionnaire and the vignette method, the needs assessment explores the levels of awareness, current practices, attitudes and stigma concerning depression and suicide among a randomly selected quota sample of community members. According to the findings, men and people under 40 are more likely to experience lower levels of awareness, less confidence in handling mental health concerns, unfavorable attitudes toward seeking help, and societal stigma. Findings revealed that women were more likely to be upfront about mental health concerns, use unofficial social support networks, and have higher levels of optimism overall. It was felt that social stressors, negative thought patterns, and social relationships were especially crucial in illuminating the causes of depression. Plans for the project's intervention phase are taken into consideration in light of the findings [4].

Community Extension Services

In order to solve a range of societal issues and problems, community extension was established. Governments, non-governmental organizations, and private businesses came to an agreement to work together to support communities in becoming self-sufficient and financially viable. Programs for extension are need-based and aimed at helping members of the community develop into competent, self-sufficient, and ethically upright persons. An extension service provides a thorough report on activities meant to accomplish various goals among certain recipients. Extension programs can be identified by their emphasis on the demands of the beneficiaries, their wide range of activities, their goal of improving their significant behavior patterns, and the inclusion of a systematic appraisal [5].

Researchers at Nueva Vizcaya State University (NVSU), in the Philippines, assessed the efficacy of their College of Teacher Education (CTE) extension services in a study titled "Empowering the community through the extension services of a teacher education institution in the Philippines." The results of this study demonstrate that the College of Teacher Education's Projects HELP and KKK have highly engaged implementers and beneficiaries, demonstrating the effectiveness of extension initiatives in drawing large numbers of both providers and consumers. Extension participants reaped enormous benefits from the adopting college's skillfully run development initiatives, including Projects HELP and KKK. Minor challenges with the college's extension services included irregular consultations, trouble coordinating locals, and inconsistent monitoring and evaluation of the college's extension initiatives. Extension services from the College of Teacher Education were seen favorably by recipients and implementers, indicating that the community was motivated to improve the lives of its residents [5].

A study entitled, "Level of Implementation of the Community Extension Activities of Lyceum International Maritime Academy" (2014), aimed to assess the level of implementation of the Community Extension (ComEx) Activities of Lyceum International Maritime Academy (LIMA). According to the findings, the respondents are aware of the various ComEx activities offered by LIMA, and the ComEx activities are executed effectively. In order to gain information and raise awareness among the recipients of the ComEx of LIMA, the researchers advise the school to hold seminars on environmental issues.

Statement of the Problem

This study will determine and explore the needs of the community of Barangay 694 and will answer the following questions;

1. What is the profile of the respondents?
2. What are the perceived needs of Barangay 694 based on;
 - 3.1. Disaster and preparedness;
 - 3.2. Education;
 - 3.3. Livelihood;
 - 3.4. Environment;
 - 3.5. Health and Sanitation;
 - 3.6. Recreation; and
 - 3.7. Values Formation?
3. What community extension programs can be proposed to address the perceived needs of Barangay 694?

Significance of the Study

This study's primary goal is to identify and ascertain barangay 694 current needs, The College of Arts and Sciences will base the design of its outreach and community extension initiatives on the perceived needs discovered during the survey's administration. This study does not, however, restrict its goal of identifying and developing programs to meet the needs of the Barangay 694. Therefore, the study is also important for the following:

The School Administrators, in order for them to recognize the value and impact of community extension services/programs, will support the programs/services provided by community extension services by strengthening partnerships and linkages with other academic institutions, government agencies, non-government agencies, and community partners, and will allocate sustainable budgets and funds for community extension programs and outreach programs.

The External Affairs Office (EAO) to embrace the proposed community extension services program for the newly established partnership with Barangay 694.

The Teaching Personnel to integrate community extension programs and outreach programs in their assigned courses, and they will incorporate service learning, community-engaged learning, community-based participatory research (CBPR), and community-based participatory action research (CBPAR) in their outcome-based-teaching learning (OBTL) plan to fulfill the vision-mission of the university.

Non-Teaching Personnel to recognize and embrace a culture of community involvement by participating in the institution's community extension and outreach programs, as well as developing their own unique community extension and outreach programs.

For the students to observe and acknowledge the impact of community extension services on their holistic development, they will participate in any extension and outreach programs, as well as any student programs such as student service learning, student participatory action research, and student outreach programs; and

In order to fully understand the potential of the communities and the influence of their partners in the community, researchers will base their research on community needs and will employ community-based participatory research (CBPR) and community-based participatory action research (CBPAR).

MATERIALS AND METHODS

This section included a discussion of the survey instrument, participants' selection, and research design.

Research Design

A combination of methods was used in this study. Quantitative technique that places a strong emphasis on numerical analysis and objective measures of data gathered via survey questionnaires. The qualitative portion of the study included focused group discussions that were facilitated by the interview guide included in the survey questions.

Participants of the Study

The study utilized a convenience sampling, a non-probability sampling technique in which the units chosen for the sample are the ones that the researcher can access the quickest. This could be because of things like willingness to engage in the study, availability at a specific time, or geographic closeness. With the assistance of the barangay chairwoman, 15 resident-beneficiaries were randomly chosen from Barangay 694 for the study.

Instrument

To gather information and data, the researchers adopted the survey questionnaire used by Arnel G. Perez, a faculty member of Institute of Arts and Sciences of Mabalacat City College In his study entitled “Needs Assessment of Barangay Atlu-Bola: Basis for the Development of Community Extension Services.” The survey, according to Perez, was created using the ALCUCOA guidelines, which included the following topics: values formation, education, entrepreneurship, environment, gender and development, health and sanitation, disaster and preparedness, and recreation.

Results and Discussion

The outcomes of the data collection conducted by the College of Arts and Sciences' staff, faculty, and students will be shown in this section. Presentation, analysis, and interpretation of tables were done. The theme that emerged during the focus group conversation was examined in conjunction with the survey results that were collated. The purpose of the study was to identify the needs of the community and develop an Extension Services Program, which will subsequently be submitted to the External Affairs Office (EAO).

Table 1 Frequency and percentage of the respondents age, gender and monthly income

RESPONDENTS		
VARIABLES		
AGE	FREQUENC Y	PERCENTA GE
13-17	2	13.33
18-23	2	13.33
24-29	0	0.00
30-35	0	0.00
36-41	4	26.67
42-ABOVE	7	46.67
TOTAL	15	100.00
GENDER	FREQUENC Y	PERCENTA GE
MALE	9	60.00
FEMALE	6	40.00
TOTAL	15	100.00
MONTHLY INCOME	FREQUENC Y	PERCENTA GE

NONE	4	26.67
1,000-3,000	6	40.00
4,000-7,000	0	0.00
8,000-10,000	0	0.00
11,000-ABOVE	5	33.33
TOTAL	15	100.00

Table 1 shows that there are seven respondents who are 42 years of age or older. Four of them are in the 36–41 age range, and two of them are in each of the 13–17 and 18–23 age groups. There were six females and nine males. Regarding monthly income, six respondents make between 1,000 and 3,000 pesos, five earn 11,000 or more, and four do not have a monthly income. A total of fifteen respondents from Barangay 694 were categorized into five groups: males, women, youth, senior citizens, and barangay officials.

Knowledge towards Garbage Disposal and Segregation

Living in a clean environment is essential to being happy and healthy. It is essential to acquire that understanding about appropriate garbage disposal. The preservation of the environment and public health is among waste management's most important advantages. You may contribute to the preservation of natural resources like wood, water, and minerals by properly managing your garbage. This is the result of recycling, reusing, and reducing. Prior to disposal, waste management must include segregation as a crucial step. The process of recognizing, categorizing, splitting, and arranging waste items in order to minimize, reuse, and recycle them is known as waste segregation[1].

Table 2 demonstrates that 60% of respondents practice separating non-biodegradable materials from biodegradable materials. Of them, 46.67% just put it in a trashcan and wait for the garbage collector to come along. Even still, 46.67% of the respondents said they disposed of biodegradable and, if feasible, recyclable goods.

Table 2 Frequency and percentage on concern towards the segregation and disposal of garbage

	FREQUENCY	PERCENTAGE
KNOWLEDGE TOWARDS GARBAGE DISPOSAL AND SEGREGATION		
___ Burn or incinerate	0	0.00
___ Bury in the ground	0	0.00
___ Put in a trash can and collected by garbage collectors	7	46.67
___ Segregate biodegradable and non-biodegradable, then collected by garbage collectors	9	60.00
___ Biodegradables are disposed of, recyclables are recycled	7	46.67

Barangay 694 is situated in the center of Manila, hence nobody there disposes of their trash by burning or burying it.

Table 2.1 displays the respondents' knowledge of biodegradable materials, while Table 2.2 shows their knowledge of non-biodegradable materials. Sorting waste into biodegradable and non-biodegradable categories is the simplest method of waste segregation. Wastes that naturally decompose or break down are considered biodegradable. Waste materials that don't break down are known as non-biodegradable waste materials.

Table 2.1 Frequency and percentage on Knowledge towards the biodegradable materials

KNOWLEDGE TOWARDS BIODEGRADABLE MATERIALS		
___Papers like newspapers,(kartolina) cards, and notebooks	2	13.33
___Fruit and vegetable peelings	14	93.33
___Clothes, fabrics, and rags	3	20.00
___Bottles, jars, and glasswares	0	0.00
___Plastic containers and plastic cups	0	0.00
___Wood, leaves, and coconut husks	6	40.00

The results regarding the respondents' categorization knowledge of biodegradable materials are shown in Table 2.1: of the respondents, 14, 93.33% selected fruit and vegetable peelings, 6, 40% chose woods, leaves and coconut shell; 3, 20.00% selected clothes, textiles, and rugs, and 2, 13.33% selected papers like notebooks, newspapers, and cartolina.

Table 2.2 Frequency and percentage on Knowledge towards the non-biodegradable materials

3 KNOWLEDGE TOWARDS NON BIODEGRADABLE MATERIALS		
___Papers like newspapers,(kartolina) cards, and notebooks	8	53.33
___Fruit and vegetable peelings	0	0.00
___Clothes, fabrics, and rags	11	73.33
___Bottles, jars, and glasswares	13	86.67
___Plastic containers and plastic cups	12	80.00
___Wood, leaves, and coconut husks	3	20.00

As evidenced by the following results in Table 2.2, it can be concluded that barangay 694 respondents are quite knowledgeable when it comes to classifying non-biodegradable materials: 13, 86.67% of respondents selected bottles, jars, and any fragile glass materials; 12, 80.00% of respondents selected plastic containers and plastic cups; 11, 73.33% of respondents selected clothes, fabrics, and rags; 8, 53.33 of respondents selected plastic containers and plastic cups; and 3, 20.00% selected wood, leaves, and

coconut shells. Finding out which materials are biodegradable and which are not, however, still requires learning. Since some of the respondents selected biodegradable goods as shown in the table.

Knowledge towards Disaster Preparedness

Table 3 Frequency and percentage on the knowledge towards disaster preparedness

		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
4	KNOWLEDGE TOWARDS DISASTER PREPAREDNESS	YES		NO	
	_____4.1 I know how to administer first aid	4	26.67	11	73.33
	_____4.2 I know how to perform CPR or cardiopulmonary resuscitation	3	20.00	12	80.00
	_____4.3 I know what to do in case of a fire in our barangay	13	86.67	2	13.33
	_____4.4 I have telephone numbers of the Police Station, Fire Station, and RRMDC	8	53.33	7	46.67
	_____4.5 There are earthquake drills in our barangay	9	60.00	6	40.00
	_____4.6 I understand the significance of Fire Prevention Month	9	60.00	6	40.00
	_____4.7 I know what to do in case of disasters like earthquakes or typhoons	13	86.67	2	13.33

The word "disaster preparedness" refers to a group of actions performed ahead of time by governments, businesses, communities, or people to better respond to and deal with the aftermath of any kind of disaster, whether it is caused by natural or man-made dangers. Reducing the loss of life and livelihoods is the goal[]. As can be seen in Table 3, 11, 77.33% of respondents said they were unable to perform first aid and 4, 26.67% can. First aid is the short-term care provided to a patient right away following an injury, both at the scene and shortly after. Even though they claim to be close to two public and three private hospitals, understanding that first aid's primary goal is life preservation is nevertheless crucial. The respondents' knowledge of CPR showed that 3, 20% could execute it, whereas 12, 80% could not. Both community members and barangay authorities need to be certified in CPR. In an emergency where the heart stops beating, this might help save lives. Of the responders, 13, 86.67% know what to do in the event of a fire, whereas 2, 13.33% do not. Important hotlines, such the CDRRMC office, fire and police stations, are known to 8, 53.33 percent of respondents, whilst 7, 46.67% do not. These numbers must be called in an

emergency to receive prompt assistance. Regarding fire, 6, 40% of respondents do not know what Fire Prevention Month is all about, whereas 9, 60% of respondents do. In the Philippines, March is recognized as Fire Prevention Month, making it an ideal opportunity to talk about and spread knowledge of the risks, dangers, and causes of fire. Under the terms of Proclamation No. 115-A, which was at the time signed by President Ferdinand E. Marcos. In terms of respondents' knowledge of earthquake drills, 9, 60% stated that their barangay had conducted exercises, while 6, 40% stated they had not. Drills are vital because they increase awareness of safety measures and earthquake preparedness. Out of the responses, 13, 86.67% are aware of what to do in the event of a calamity, whilst 2, 13.33 are not.

Knowledge towards Government Services

Table 4 Frequency and percentage on knowledge towards government services

		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
5	KNOWLEDGE TOWARDS GOVERNMENT SERVICES	YES		NO	
		_____I know where to get a senior citizen ID	10	66.67	5
	_____I know the office of the Department of Social Welfare and Development (DSWD)	12	80.00	3	20.00
	_____I know the office of the Department of Labor and Employment	10	66.67	5	33.33
	_____I understand the 4P's of DSWD	12	80.00	3	20.00
	_____I know where to get certification for marriage and birth	12	80.00	3	20.00
	_____I understand the "Free Tuition Fee" in local or state colleges or universities	10	66.67	5	33.33

The respondents' awareness of government services is shown in Table 4. It is evident that the majority of respondents are aware of the services provided by the government. At least ten respondents are aware of the DOLE office, how to obtain a senior ID, and what the "Free Tuition Fee" means for public schools. However, 12 respondents are aware of where DSWD is located and are aware of the 4Ps that the office provides. Finally, 12 respondents said that they are aware of where to obtain birth and marriage licenses. Knowing what services the government offers is crucial since it will enable people to get the assistance they need, depending on the office.

Knowledge on Health concerns in the Barangay

Table 5 Frequency and percentage on the observed health concerns in the barangay

		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
6	HEALTH CONCERNS	YES		NO	
	____ 6.1 Our water sources are clean	13	86.67	2	13.33
	____ 6.2 Each house has proper sanitation facilities	12	80.00	3	20.00
	____ 6.3 There are free vaccines and medicines at the Health Center	15	100.00	0	0.00
	____ 6.4 There is a doctor attending to the sick	10	66.67	5	33.33
	____ 6.5 Environmental cleaning is done regularly	13	86.67	2	13.33
	____ 6.6 Fumigation is conducted when necessary	6	40.00	9	60.00
	____ 6.7 There is a proper waste disposal system	12	80.00	3	20.00
	____ 6.8 There is a designated area for smokers	6	40.00	9	60.00
	____ 6.9 There is a proper drainage system	13	86.67	2	13.33

Table 5 indicates that most respondents answered "yes" when asked if they were aware of health issues, with the exception of areas designated for smoking and fumigation. This may be the case, as was previously indicated, because the Barangay is located in the center of Manila, where businesses are located. Fumigation can be used to manage insects or to prevent certain diseases in products that are preserved. When needed, the community recognized the necessity to take this action. Their location is quite commercialized, therefore they believed it was essential to have smoking areas as well.

Table 5.1 Frequency and percentage on the observed incident of health-related cases

	FREQUENCY	PERCENTAGE
7 INCIDENT OF HEALTH-RELATED CONCERNS		
____ Cases of dengue	3	20.00

___ Cases of leptospirosis	4	26.67
___ Cases of heart attack	5	33.33
___ Cases of diabetes	6	40.00
___ Cases of diarrhea	5	33.33
___ Cases of stomach ache	6	40.00

The recorded instances of health-related cases are displayed in Table 5.1. There are six instances of diabetes and stomach issues, five cases of diarrhea, five cases of stomach issues, four cases of leptospirosis, and three cases of dengue. A healthy lifestyle helps prevent chronic diseases and long-term ailments. Maintaining one's health and well-being is crucial to one's sense of value and self. It is important for the community's members to know how to protect their bodies from disease.

Although they claim that not all of the locals visited the center for a checkup, meaning there are unrecorded cases, the observed cases of disease must be verified in their barangay health center. Nevertheless, they still need to understand the reasons behind the illnesses mentioned and how to avoid them.

Knowledge towards Peace and Orderliness in the Barangay

Table 6 Observed Peace and Orderliness in the Barangay

		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
8	PEACE AND ORDERLINESS IN THE BARANGAY	YES		NO	
	___ A Curfew is being implemented	14	93.33	1	6.67
	___ There are barangay watchmen or peacekeeping councils patrolling at night	15	100.00	0	0.00
	___ There is proper illumination (street lights) on every street and road	12	80.00	3	20.00
	___ Residents are aware of the ordinances	10	66.67	5	33.33
	___ There are proper proposals or announcements	12	80.00	3	20.00

The respondents' understanding of the peace and order in their Barangay is displayed in Table 6. The replies indicate that the respondents are well-informed in this area; all of them 100% confirmed that there is a community brigade, or Barangay tanod, made up of volunteers who patrol the area to keep the peace, especially at night. 14, 93.333% of respondents are aware that curfews are in place in their area. A total of twelve participants confirmed that street lights are available and that announcements are made in a

methodical manner. Although the majority of them appear to be informed in this area, 10 of the respondents only gave a yes response, suggesting that there is a need to raise awareness of the Barangay ordinances. Since the Barangay is the main implementing entity in the community, it is expected that all inhabitants be informed of legislated plans and ordinances and that it provides services for the benefit of all. As mandated by the "Barangay Community Peace and Order Council Act," each Barangay is required to establish a Barangay Community Peace and Order Council, which will function as the principal government body responsible for deterring and combating criminal activity as well as upholding public safety and order at the local level (<https://www.congress.gov.ph/pres>).

Table 6 Frequency and percentage of the respondents observation for the past few days

		FREQUENCY	PERCENTAGE
9	OBSERVATIONS OF THE RESPONSE FOR THE PAST FEW DAYS		
	___ Families with many children	9	60.00
	___ Children not attending school	9	60.00
	___ Youth loitering	10	66.67
	___ Parents who cannot read	0	0.00
	___ Youth getting pregnant early	7	46.67
	___ Residents smoking and drinking	11	73.33
	___ Residents engrossed in online games	8	53.33
	___ Beggars and scavengers	10	66.67
	___ Vandalism in yards	5	33.33
	___ Incidents of theft or robbery	11	73.33

Table 6 displays the observations made by the participants over the last few days, arranged chronologically based on the frequency of responses. Eleven (73.33%) of the respondents saw people in the neighborhood who were drinking and smoking, and eleven of them also saw instances of theft and loss. Furthermore, 10 (66.67%) participants reported seeing bystanders in similar situations with beggars and scavengers over the previous few days. Nine (60%) respondents said that they have observed young people who weren't in school and families with a lot of kids. Eight (53.33%) responded that residents are into online games. Teenage pregnancies were noted by seven of the respondents. Five (33.33%) of the participants reported seeing vandalism as well. Regarding having parents who are illiterate, no one said "yes." The entire well-being of an individual is influenced by the type of environment they live in. This is a part of the survey so that it is possible to determine what services the people of Barangay 694 may receive in order to further their development.

Table 7 Other Observations in Barangay 694

		FREQUENCY	PERCENTAGE
10	OTHER OBSERVATIONS		
	____Residents attending mass and other religious or spiritual activities	14	93.33
	____Residents, especially youth, actively helping those in need	8	53.33
	____Youth playing traditional or native games	6	40.00
	____Youth showing respect to elders	10	66.67
	____Residents valuing family	11	73.33

Table 7 focuses on the establishment of values. Fourteen (93.33%) of the respondents saw residents participating in religious or spiritual activities, such as attending masses. According to 11 (73.33%) respondents, there is a noticeable emphasis on family values among the people. Ten (66.67%) responded that residents still showed respect and good manners to the elders. Eight people replied after observing young people take the initiative to assist others in need. Finally, six (or forty percent) of the respondents said in their response that they have witnessed youths engaging in traditional game play.

Following the needs assessment conducted , the following issues were brought up.

1. Events’ place like Basketball court.
2. Vitamins for the youth and Senior citizen
3. Memory enhancement for the Senior citizen
4. Additional wheelchair and oxygen tanks
5. Conduct of Zumba for Senior citizen
6. Waste Segregation and Proper Disposal Seminar
7. Proper Care for pets and other animals Seminar
8. Mental Health Awareness Seminar
9. Livelihood Program for Parents and Students
10. Safe Environment – CCTV

Every sector was given the opportunity to provide their evaluation of the needs of the community and made the recommendation that the aforementioned topics be given careful consideration. One may condense the issues raised to be centered around the following: livelihood, recreation, waste management (under the environment), and health.

Perceived Needs of Barangay 694 are Categorized as follows:

The survey questionnaire, which was validated during the focus group discussion, reveals Barangay 694's perceived needs, which are broken down into the following categories: education, values formation, environment, health and sanitation, disaster preparedness, and recreation.

Environment

The environment is vital because it supports our society, economy, and survival. We get the food we eat,

the air we breathe, and the water we use to irrigate our crops from our forests, rivers, oceans, and soils. In addition, they provide us with a plethora of additional goods and services that are essential to our success, well-being, and health. The participants claim that they are still lacking in knowledge and abilities regarding waste management and segregation, materials that are biodegradable and non-biodegradable, waste recycling and segregation, and, finally, understanding of laws and ordinances pertaining to environmental protection programs.

Health and Sanitation

The transmission of intestinal worm infections, typhoid, polio, and diarrheal illnesses like dysentery and cholera is associated with poor sanitation, according to the World Health Organization (WHO). Antimicrobial resistance spreads and stunting is made worse by it [8]. Better sanitation has many advantages that go far beyond lowering the incidence of diarrhea. Among them are lessening the intensity and effects of starvation, as well as decreasing the spread of intestinal worms, schistosomiasis, and trachoma—three neglected tropical illnesses that harm millions of people. The citizens' perceived needs, which need to be attended to, are listed below:

1. Ordinance for “clean up drive” and “dengue awareness”
2. Seminar on health and sanitation
3. Awareness on the effects of smoking and use of alcohol and prohibited drugs
4. Awareness on the hazard of online games on health
5. Feeding program for the children
6. Mental Health Awareness
7. Furry godmother seminar

Disaster Preparedness

The term "disaster preparedness" is a set of preemptive measures taken by organizations, governments, communities, or individuals to better respond to and manage the fallout from any type of disaster, regardless of whether it was brought on by man-made or natural hazards. The National Disaster Risk Reduction and Management Plan (NDRRMP) satisfies the legislative requirements of Regulation No. 10121 of 2010, which serves as the foundation for policies, strategies, and programs pertaining to disaster management. The following is a list of the needs that citizens believe should be addressed:

1. Training in giving first aid specifically in giving CPR
2. Ordinance for “clean up drive”
3. Availability of the “Hotlines”
4. Ordinance for earthquake and fire drills
5. Coordinators for disaster and preparedness programs

Education

Education has a major role in fostering a sense of community. It might be difficult for people to build strong, reliable bonds if there is ineffective communication. Education may help people in a community work together and understand one another, as well as build bridges between different demographic groups. Additionally, the community can build strong ties with the local businesses, government, and other organizations. Consequently, the following are needed by the community:

1. Knowledge and education on the different government agencies

2. Education and programs for the out of school youth

Values Formation

In our life, values provide us direction and meaning. No matter what our circumstances are, our beliefs can help us navigate the future and help us make better decisions. Our sense of self is strongly tied to our values, which are also essential for preserving our mental health. The outcomes made it clear that the community needs:

1. Awareness and education on values formation such as voluntarism, family oriented, and respect for the elderly
2. Awareness on Filipino values

Livelihood

Each person has a means of supporting themselves financially and meeting their basic necessities. The livelihood initiative was still viewed as necessary by the people of Barangay 694. The community needs a livelihood scheme that is sustainable. The College of Arts and Sciences is working with other colleges to create a sustainable livelihood project for the people living in Barangay 694. This undertaking entails the following:

- Soap and dishwashing liquid making
- Training on basic accounting
- Marketing strategies for the small businesses in the community

Recreation

Since the Barangay is in the center of Manila, organizing their events appears to be their primary focus. Everyone needs to have activities, whether they be for leisure or amusement. The demand for spaces where they could host basketball games, zumba classes, and other leisure activities was recognized by the participants.

Conclusion and Recommendation

Extension is a vital component of a university that uses teaching and research to inform its goals and initiatives for providing community services. Building relationships via teaching is the foundation of community extension service. The goal of the study was to evaluate the needs of the community and develop a Community Extension Services program based on the results. According to Garcia (2017), the school's major method for developing extension programs and action research was a community needs assessment. The following needs have been identified and assessed: values formation, education, the environment, health and sanitation, and disaster preparedness and readiness. To meet the community's needs, the researchers created five-year community extension programs. The aforementioned plan will be forwarded to the community extension office for their records.

Acknowledgement

The researchers expressed their gratitude to the instructors and staff of the College Arts and Sciences, as well as to each and every student who participated in the Community Needs Assessment. Not to mention the representatives from Barangay 694, who have made significant contributions to the undertaking.

Above everything, the most gratitude and honor should be given to God Almighty, the source of all knowledge and insight.

References

1. Chua, V. D., Caringal, K.P., De Guzman, B.R. E. A. Baroja, E.A., Maguindayao, J. B., and Caiga. B. T. (2014). *Level of Implementation of the Community Extension Activities of Lyceum International Maritime Academy*. Educational Research International 3(3), 19-28.
2. Garcia, Rosario C. (2017). *Integrating community services and research: A livelihood needs assessment in the countryside of the Philippines*. Journal of Education and Practice, Vol 8(3). Retrieved from www.ijste.org
3. <https://www.learningtogive.org/resources/community-needs-assessments>
4. Margaret M. Barry, Ann Doherty, Ann Hope, Jane Sixsmith, C. Cecily Kelleher, 2000, *A community needs assessment for rural mental health promotion* Health Education Research, Volume 15, Issue 3, June 2000, Pages 293–304, <https://doi.org/10.1093/her/15.3.293>
5. Corpuz, Demetria, Time, Mary Jane and Afalla, Bonimar, *Empowering the community through the extension services of a teacher education institution in the Philippines*, Cogent Education, 2022
6. Perez, Arnel, *Needs Assessment of Barangay Atlu-Bola: Basis for the Development of Community Extension Services*, Unpublished manuscript
7. Llenares, Ian I. & Deocarlis, Custer C. (2018). *Measuring the impact of an academe community extension program in the Philippines*. Malaysian Journal of Learning and Instruction, Vol.15(1); pp. 35-55.
8. UN Habitat and WHO, 2021. Progress on wastewater treatment – Global status and acceleration needs for SDG indicator 6.3.1. United Nations Human Settlements Programme (UN-Habitat) and World Health Organization (WHO), Geneva.
9. <https://www.officialgazette.gov.ph/aquino-administration/disaster-preparedness/>
10. Ricardo F. Uy Jr., Irish Gay Ruby Adora, Christianne Joyed Pilvera, Sheila Dibdib, Hazel Jaramillo Jhon Remark Esteves Arendain, & Quennie Laña, 2023. *Community Needs Assessment as Basis for the Extension Program of Philippine College Foundation* International Journal of Scientific and Management Research Volume 6 Issue 07 Page: 71-87