Acceptability and Utilization of Livelihood Programs in Higher Education

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RESEARCH ARTICLE

Abstract
This study evaluated the acceptability and utilization of livelihood programs in Higher Education. The study's respondents were divided into two; for the quantitative data, the respondents were the 75 beneficiaries from the two partner communities of Camarines Sur Polytechnic Colleges (CSPC), while for the qualitative part, there were ten extensionists of CSPC. A semi-structured questionnaire was used to collect the data for the study. Frequency count, mean, and percentage weighted mean were used in the study. Likewise, the following statistical tools were used for the appropriate treatment of gathered data, in observance of the concurrent mixed method design, and to test the relationship, Pearson R was utilized to know the relationship between the two variables of acceptability and utilization of livelihood programs and to test the difference, Anova (two-way) was used. Results of the study showed that the level of acceptability of livelihood programs along the three skills training was interpreted as highly acceptable. Findings further revealed that the extent of utilization of extension programs for all five deliverables are interpreted as highly utilized. Results further showed that the rating of beneficiaries, along with training, community outreach, and technical assistance, have a significant relationship with the level of acceptability and utilization of livelihood programs. In contrast, communication information and technology transfer and utilization have no significant relationship. Likewise, results showed no significant differences in the ratings of beneficiaries on the level of acceptability and utilization along the five deliverables. The extensionists encountered different challenges in implementing the various extension programs. Thus, an action plan was proposed as an intervention strategy based on the study results.

1 INTRODUCTION

Extension programs are vital in various global and local contexts, addressing social, economic, and environmental challenges. In developing countries, extension programs help farmers adopt modern agricultural practices that improve crop yields and increase income. These programs often provide access to information about new seed varieties, irrigation techniques, pest management, and market linkages.

In many parts of the world, extension programs promote health and nutrition in rural and underserved communities. Reaching out to these communities and delivering essential health-related information can improve overall health outcomes and reduce healthcare disparities.

Extension programs that offer entrepreneurship training and support can foster economic growth and development. By supporting small and medium-sized enterprises (SMEs), these programs contribute to developing local economies and encourage innovation. The success of these extension programs commonly stems from their ability to address local needs and empower communities through knowledge dissemination and capacity building. Also, they often foster collaborations between governments, non-government organizations, academic institutions, and the private sector to ensure their effectiveness and sustainability.

Extension programs are one of the State Universities and Colleges' (SUCs') four functions in higher education. This entails transferring information and technology to specific industries and target audiences to improve production, raise the standard of living, and promote the institution's academic and research endeavors. The academic institutions' research findings and extension services are meant to improve beneficiaries' lives by increasing their incomes and eradicating poverty.

Based on the mandate of the Commission on Higher Education (CHED), the "Higher Education Modernization Act of 1997" or Republic Act 8292) emphasized the need to implement and promote the four functions of the institutions, namely Instruction, Research, Community Extension, and Production to attain the goals and objectives set by the government for quality tertiary education. In line with the missionary role of the college, community extension programs were emphasized and launched extensively among schools. The law, therefore, recognizes the vital role that colleges and universities can play in developing communities, especially the marginalized and the depressed ones. Republic Act 9163, also known as the "National Service Training Program (NSTP) Act of 2001," is an example of such policies since it focuses on HEIs' capacity to deliver, advocate, and sustain community service (Llenares & Deocaris, 2018). The Commission on Higher Education (CHED) is also mandated by Republic Act 7722, also known as the (Higher Education Act of 1994) to answer the need for societal transformation by sharing knowledge, skills, resources, and best practices with the local community.

Higher education can act as a 'development pole,' enabling the community to become more competitive, productive, and job-creating through collaborations with local enterprises. This will surpass traditional attempts to enhance equity and the pro-poor focus of teaching and research. Educational institutions must also monitor and assess the outcomes of their community programs at the grassroots level to determine how effective technology transfer is on them and if they are using it to promote growth. Community development is a never-ending process that incorporates all community members, including the often misunderstood youth. Higher Education Institutions (HEIs) must provide extension services to communities and clients that may involve other academic institutions, students, professors, and personnel. Developing a community needs assistance from multiple agencies, such as schools and universities, to ensure effectiveness and success in realizing the goals of assisting people in improving not only their living standards but also the character and moral standards of the students and employees who participate in the community outreach services.

Participating in a Community Extension Program offers individuals a unique and dynamic learning experience beyond what can be learned solely through books or traditional classroom settings. This involves various programs and activities that require the active participation of extension workers and the community (Terano, 2023). The program allows individuals to acquire fresh knowledge and skills directly applicable to real-world situations. At the same time, books and classroom instruction provide theoretical knowledge. A Community Extension Program allows individuals to apply what they have learned in practical affairs and life in the community. This experiential learning will enable participants to acquire distinct learning experiences, combining theoretical knowledge with practical application. It offers relevant learning opportunities, personalized approaches, skill development, collaborative learning, and holistic development. Through active engagement in real-world settings, individuals can acquire fresh insights, enhance their competence, and develop a deep understanding of how to apply knowledge to benefit themselves and the community they serve. The Community Extension Program also commonly provides learning experiences that help develop latent personality traits like leadership, public

speaking, and self-confidence (Rubio et al. 2016).

The Community Extension Program, particularly in Camarines Sur Polytechnic Colleges, aims to enhance the community's quality of life and foster active participation from the institution and the community. This is being worked out through demand-driven and research-based extension projects and activities that utilize internal and external resources. The aim is to establish solid connections and viable linkages for effective community engagement and development. (CSPC Extension Manual of Operation-Revised, 2020). To actualize this commitment, the Extension Services Office of the College conducted skills training and livelihood programs that are addressed to the needs of the people in the community as well as partner stakeholders. This skills training is based on the results of the needs assessment before the conduct of extension activities. Skills training is one of the five deliverables of Extension Services that the College implements, including Communication Information, Outreach Program, Technology Transfer and Utilization, and Technical Assistance.

The primary objective of this study is to evaluate the acceptability and utilization of livelihood programs provided to the beneficiaries and assisted clients. The study aimed to determine whether the programs are fully utilized and reaching their intended objectives. This will then examine whether the beneficiaries are securing more access to the resources and opportunities offered by the programs to enhance their livelihoods and life in the community. This also means assessing the adaptability of those livelihood programs to meet the specific needs and circumstances of the beneficiaries. By understanding the adaptability of the programs, areas for improvement may be identified, and strategies could be developed to enhance the effectiveness of the College programs of extension services.

The study hopes to generate evidence-based recommendations to improve the extension programs by analyzing the utilization patterns and feedback from the communities. It will enable Extension implementers to refine their strategies, tailor the programs to match the requirements of the communities better and ensure that the resources invested in these initiatives will have a meaningful and sustainable impact.

2 METHODS

This study is research undertaken primarily to assess the depth level of acceptability and utilization of livelihood programs in higher education as provided by Camarines Sur Polytechnic Colleges Extension Services Office. The study was intended to provide an objective and accurate description of the respondent's impressions of interns of the level of acceptance and utilization of the livelihood programs intended for the assisted communities. To secure an objective and unbiased data presentation, the obtained respondents' responses were given numerical equivalents and computed as normative or average observations.

When it comes to the testing of possible relationships of variables, the Pearson-Product Moment Correlation Coefficient was computed. To find out if the observed varying levels of acceptability and utilization are statistically significant, the Analysis of Variance (ANOVA) was used.

Data gathering relied on a questionnaire where respondents could rate the levels of acceptance and utilization of the livelihood programs implemented by the Extension Services Office of Camarines Sur Polytechnic Colleges. The questionnaire tool for data collection was divided into two (2) sections, one of which intends to measure the primary tool used to collect data. The questions were divided into sections based on the level of acceptability of livelihood programs along with Skills Training in Massage Therapy, Skills Training in Candle Making, and Skills Training in Food Processing.

Focus group discussion (FGD) was held involving ten (10) extension implementors to know the challenges that they faced during the conduct of the extension activity. The main purpose of an FGD is to elicit in-depth insights, perceptions, and experiences from participants by encouraging open and interactive discussions.

2.1 Results and Discussion

The data on acceptability and utilization of livelihood programs in higher education were plotted on tables, visualized through tabular presentations, analyzed, and interpreted using the appropriate statistical tools.

Table 1 presents the acceptability of livelihood programs for Massage Therapy, Candle Making, and Food Processing. Each indicator reflected different results that require different interpretations. In the implementation of skills training, the relevance of the information and skills received was rated to be highly acceptable in massage therapy (3.92), candle making (3.90), and food processing (3.88). Regarding knowledge of the resource speaker on the subjects, this was rated 3.88 in massage therapy, 3.88 in candle making, and 3.72 in food processing. All of which indicated high acceptability. As to the time length of the training sessions, this obtained a mean rating of 3.68 in massage therapy, 3.88 in candle making, and 3.72 in food processing. All of which indicated a high acceptability. Regarding skills, information delivered by experts in the field was rated 3.44 in massage therapy, 3.72 in candle making, and 3.84 in food processing. All ratings of which were indicative of being highly acceptable. As to the convenience of the training schedule, this was perceived to be slightly acceptable (3.20) in massage therapy and highly acceptable for both candle making (3.70) and food processing (3.80).

Table 1. Level of acceptability of the respondents on the implementation of the livelihood program

Indicators	Livelihood Programs					
	Massage Therapy		Candle Making		Food Processing	
	M	VI	M	VI	M	VI
Relevance of the information and skills received	3.92	Highly Acceptable	3.90	Highly Acceptable	3.88	Highly Acceptable
Knowledge of the Resource Speaker on the subject matter	3.88	Highly Acceptable	3.88	Highly Acceptable	3.72	Highly Acceptable
Time length of the training sessions	3.68	Highly Acceptable	3.76	Highly Acceptable	3.80	Highly Acceptable
The usefulness of facilities and resources	3.32	Highly Acceptable	3.60	Highly Acceptable	3.60	Highly Acceptable
Experts in the field delivered skills information	3.44	Highly Acceptable	3.72	Highly Acceptable	3.84	Highly Acceptable
Convenience of the training schedule	3.20	Slightly Acceptable	3.70	Highly Acceptable	3.80	Highly Acceptable
Overall Mean	**3.57**	**Highly Acceptable**	**3.76**	**Highly Acceptable**	**3.77**	**Highly Acceptable**

Legend: M- Mean; VI – Verbal Interpretation; – Highly Acceptable

The implementation of skills training, therefore, on such livelihood skills as massage therapy, candle making, and food processing was generally perceived by the respondents as highly acceptable.

These findings may be explained by the fact that the implementation of skills training was done by resource people with known experience and expertise on the livelihood skills that they were teaching. Moreover, the skills taught were carried out using simple and practical instructions, along with more practical hands-on skills training given to the respondents. The resource persons were not only effective as teachers who could skillfully demonstrate the work needed for the specific livelihood undertakings. They are also open to questions, provide clarification when needed, and show willingness to address specific concerns or issues. In sum, the resource persons, the training venue for instruction, and perhaps other factors could well serve as the compounding reason for the respondent's high regard for the implementation of livelihood training.

The acceptable time length of the training sessions ensures that participants have an optimal learning experience. The duration is carefully planned to balance covering the necessary content and allowing for active engagement and reflection. Further, it provides sufficient time for participants to grasp complex concepts, engage in discussions, and participate in relevant learning activities.

The length of the training sessions, when deemed acceptable, allows for comprehensive coverage of the subject matter. It enables trainers to delve into the topics sufficiently, ensuring that all key aspects and relevant information are addressed. The sessions can incorporate theoretical explanations, practical examples, case studies, and interactive exercises to enhance participants' understanding and knowledge retention. Acceptable time length ensures that participants are actively engaged throughout the training sessions. It provides ample opportunities for participants to interact with the trainers, ask questions, share experiences, and collaborate with fellow participants. This engagement fosters a deeper understanding of the material and promotes a supportive learning environment.

The duration of the training sessions considers participants' attention span and cognitive load. It ensures that the sessions are structured in a way that aligns with participants' ability to absorb and retain information effectively. By avoiding excessively long sessions that may lead to fatigue or reduced attention, the acceptable time length supports optimal learning outcomes.

Different topics or instructional modules may require varying session lengths based on their complexity and the depth of coverage needed. This flexibility enables trainers to adjust the duration to meet specific learning objectives and participant needs, ensuring a tailored and effective training experience. These conditions are reflected in the study (Sung & Choi 2018), where the relationship between training duration and training outcomes in a field experiment showed how different lengths of training sessions affect participants' learning, skill acquisition, and performance. The findings provide insights into the optimal time length for training sessions to maximize effectiveness. Acceptable time length considers the importance of learning retention and application. By allowing sufficient time for participants to engage with the content, practice new skills, and reflect on their learning, the sessions support long-term retention and application of the knowledge gained. This promotes the transfer of learning to real-world contexts and enhances the overall impact of the training.

The highly acceptable usefulness of facilities and resources observed in this study suggests that the training venue or facilities are well-equipped and appropriate for the training activities. This includes comfortable seating arrangements, proper lighting, ventilation, and access to essential amenities like restrooms. Adequate infrastructure contributes to a conducive learning environment that promotes participant engagement and concentration.

The availability of modern technology and relevant equipment is also essential for delivering effective training. It also ensures that participants can access the necessary tools, such as computers, projectors, audiovisual aids, and internet connectivity. These resources enable trainers to deliver content dynamically and interactively, enhancing participant learning and comprehension.

The usefulness of facilities and resources extends to the availability of appropriate learning materials. This includes textbooks, handouts, training manuals, reference materials, and any other materials relevant to the subject matter. The resources ensured that participants could access

up-to-date, accurate, and comprehensive materials that supported their learning and provided valuable references beyond the training program.

The study by Cabañero-Verzosa (2019) about the Development of Livelihood Training Modules for Families in Indigenous Communities in the Philippines emphasizes the importance of providing relevant and appropriate facilities and resources to support the training programs. The availability of materials, tools, and equipment specific to the livelihood activities enhances the effectiveness of the training and the participants' learning experience. The high acceptability of such resources observed in this study indicates that they are accessible, functional, and relevant to the participants' learning needs. They enable participants to apply their newly acquired knowledge and skills in a practical and meaningful way. It also contributes to participant engagement and interaction. Interactive tools like whiteboards, flipcharts, group activity materials, and breakout spaces foster collaboration, discussion, and active participation. Such resources enable trainers to design engaging activities and facilitate hands-on learning experiences, enhancing participant comprehension and knowledge retention. Adequate seating, proper lighting, temperature control, and a well-maintained training environment contribute to participants' physical comfort and well-being. Participants should feel safe and supported throughout the training, positively affecting their focus, motivation, and overall learning experience.

In this study, the expertise and knowledge shared by the experts during the training program were well-received and deemed valuable by the participants. The high acceptability of the skills and information delivered by the experts only shows their credibility and expertise in the field. Participants recognize the experts as knowledgeable and experienced individuals with an in-depth understanding of the subject matter. This expertise instills confidence in the participants and enhances their trust in the information provided. It is relevant and applicable to the participants' needs and contexts. The experts can effectively convey practical knowledge, techniques, and strategies that can be readily applied in real-world situations. Participants perceive the information as valuable and applicable to their specific work or life circumstances, which enhances their engagement and motivation to learn. The experts' delivery of skills and information is highly acceptable due to their communication ability. They convey complex concepts and ideas in a clear, concise, and accessible manner, ensuring that participants can easily grasp and understand the information. It utilized various teaching methods, such as visual aids, real-life examples, and interactive discussions, to enhance comprehension and retention.

The conditions generated fosters participant engagement and interaction. The experts create an inclusive and participatory learning environment, encouraging participants to ask questions, share experiences, and provide input actively. This is a two-way to ask questions, share experiences, and actively provide input on the skills being taught, allowing the exchange of ideas and perspectives.

This is supported by the study of Gürcan & Altin Gumussoy (2017) on the factors influencing effective knowledge transfer in extension programs. This study has shown the significance of delivering skills and information by experts with expertise and credibility in the field. The study, therefore, acknowledges the importance of experts' ability to communicate skills and information to enhance participant learning outcomes effectively.

Experts who deliver highly acceptable skills information often incorporate practical demonstrations and examples. They showcase how to apply the skills in real-world scenarios, providing participants with concrete examples and models to follow. These demonstrations and examples help participants visualize the application of the skills and enhance their ability to transfer the knowledge gained into their practices.

The timing and arrangement of the training sessions were also perceived to be fairly acceptable by the respondents to the study. The training schedule signifies that the program coordinators have considered the participants' needs and availability. The schedule may offer flexibility regarding the timing, duration, or frequency of the training sessions. This allows participants to easily fit the training into their commitments, work schedules, or personal obligations. The convenient schedule ensures that participants attend the sessions without significantly disrupting their daily routines.

It also reflects that the program coordinators have tried aligning the schedule with participant preferences. The scheduling may have been based on participant surveys or prior consultations to identify the most suitable time slots for most participants. By considering participant preferences, the program aims to maximize attendance and engagement, thereby enhancing the overall effectiveness of the training.

The sessions are structured to allow for a balanced combination of theory, practical exercises, discussions, and application of skills. The schedule allocates appropriate time for participants to absorb the information, engage in hands-on activities, and reinforce their learning through practice. This approach enables participants to internalize their knowledge and skills effectively.

The convenience of the training schedule was perceived to be slightly acceptable (3.20) under the training on massage therapy. This would then indicate that there are still areas where the program performs satisfactorily. Still, improvements are needed to enhance its overall effectiveness. It emphasizes the importance of analyzing participant feedback, identifying strengths and weaknesses, adjusting, and continuously monitoring and evaluating the program to ensure ongoing improvement and better meet the needs and expectations of the participants. Some of the participants of the training have part-time jobs; some are laborers as well as businessmen and women, which they consider especially when there is a schedule. The importance of the convenience of the training schedule lies in its ability to increase participation rates, provide an optimal learning experience, offer flexibility for personal obligations, facilitate the application of knowledge and skills, enhance participant satisfaction and motivation, and ensure accessibility for diverse participants. By prioritizing convenience, training programs can maximize their impact and effectiveness in empowering individuals with new knowledge and skills.

2.2   Extent of Utilization of Deliverables of Livelihood Programs

The extent of Utilization of Deliverables Efforts in Livelihood training Programs refers to how the beneficiaries use the outputs, outcomes, or resources provided by the livelihood programs. The study's main concern is to find out the extent to which the livelihood training program is benefiting the respondents. This would then require evaluating whether beneficiaries effectively utilize the resources, tools, knowledge, or skills imparted through the program. The utilization can be assessed through various indicators, such as the frequency and consistency of using the acquired knowledge, implementing the recommended practices, or applying the received resources in their livelihood activities.

Assessing the extent of utilization of deliverables of livelihood programs involves measuring the beneficiaries' adoption and application of program outputs, evaluating the effect on livelihood improvement, identifying barriers and facilitators, and providing recommendations for enhancing utilization. This evaluation helps gauge the program's effectiveness in translating the provided resources, knowledge, or skills into tangible benefits for the beneficiaries and informs strategies to improve program outcomes.

As to what extent the respondents were experiencing the specific indicators of utilization, Table 2 shows how these indicators are experienced and perceived by the respondents. The training received was perceived as highly utilized in terms of providing a way to build self-confidence and morale (3.84), providing knowledge and skills relevant to the training conducted (3.81), skills and training aligned with the needs of the community (3.72), extension programs generated to the beneficiaries net income (3.63), efforts to enhance the ability for decision making (3.58), and providing beneficiaries with employment opportunity (3.57). The observation summed a mean rating of 3.69, indicating that the instructional efforts received in the training programs were generally highly utilized.

What could be gleaned from the data, therefore, is that the beneficiaries appreciate the moral principles instilled in them before the training took place. Before the training commenced, values formation was carried out to ensure that the beneficiaries were mentally, physically, and emotionally prepared.

**Table 2. The extent of Utilization of Livelihood Programs in terms
of Training**

INDICATORS	MEAN	INTERPRETATION
Provide Avenues to build self-confidence and morale	3.84	Highly utilized
Provided Knowledge and Skills relevant to the training conducted	3.81	Highly utilized
Skills training provided are aligned with the needs of the community	3.72	Highly utilized
The extension programs generated the beneficiary's net income	3.63	Highly utilized
Enhance ability for decision-making skills	3.59	Highly utilized
The extension programs provide community beneficiaries with employment opportunity	3.57	Highly utilized
Average Mean	**3.69**	**Highly Utilized**

Legend: 1:00-1:73=Not Utilized, 1:74-2:47= Slightly Utilized, 2:48-3:21= Moderately Utilized, 3:22-4:00=Highly Utilized

Values are the fundamental beliefs, behaviors, and attitudes that have been approved and accepted as suitable by society for a long time. In the most general sense, they are considered virtues that a person holds (Gamage et al., 2021).

Personal values play a significant role when adopting learning approaches by individuals, particularly in the conduct of activities and programs. Values lay the foundation for an individual's pattern of thinking and way of acting. They play a vital role in how one makes decisions and choices and builds perceptions and attitudes. Additionally, personal values have shown that they often guide decision-making in all aspects of life, such as career, religion, social circles, and self-identity.

On the other hand, the extension programs that provide community beneficiaries with employment opportunities were rated as highly utilized but had the lowest point in all indicators, with a mean rating of 3.57. Given the skills they received, the beneficiaries rated the employment opportunities the lowest, which can be attributed to the skills training the respondents received, generally good for self-employment and not skills that can look for employment in the labor market. Training in massage therapy, candle making, and food processing can be utilized where they benefit from them, even if not employed.

Communication Information Services is the knowledge and skills learned by client groups through various means, such as person-to-person contact, radio, television, newspaper, and other printed materials (CHED MEMO No,08, Series of 2010). Table 3 presents the result of the extent of utilization of livelihood programs in terms of communication information, which obtained a mean rating of 3.71, indicating "highly utilized." The indicator with the highest 3.85 is that it provided an avenue for improving the way of living.

**Table 3. The extent of Utilization of Livelihood Programs in terms
of Communication Information**

INDICATORS	MEAN	INTERPRETATION
Provided knowledge and information on the various advocacies conducted	3.72	Highly Utilized
Gave awareness of the basic applications of the various community resources	3.76	Highly Utilized
Provide ideas on how to maximize the potential of community resources	3.62	Highly Utilized
Provided the avenue for the improvement of the way of living	3.85	Highly Utilized

Help develop and build self-confidence and morale	3.64	Highly Utilized
Average Mean	**3.71**	**Highly Utilized**

The indicator that could provide a chance to secure knowledge and information on various advocacies conducted has obtained a mean rating of 3.72. This means that respondents realized that what they learned from their training are pretty applicable in their everyday life.

The importance, therefore, of communication in promoting program acceptance and utilization within the higher education context could be acknowledged. Effective communication is crucial in informing and engaging students and graduates, ensuring they can access information about the available livelihood programs. The observation thus obtained from the respondents only shows the significance of communication as a key factor in promoting the acceptability and utilization of livelihood programs in higher education.

2.3 Community Outreach

Table 4 shows the extent of utilization of livelihood programs in terms of community outreach. The results reflected in this area were rated by the beneficiaries as highly utilized with an average mean rating of 3.68, which means "highly utilized" practice among the indicators, the provision of avenues in developing teamwork and unity obtained the highest mean rating of 3.72 indicating the practice as highly utilized.

The goal of an outreach program is to assist, encourage, and support people who have been denied certain services and rights. It entails providing education, social planning, healthcare assistance, and other support for their benefit ("Outreach Program: Its Definition, Purpose, and How It Works", 2021). The community outreach programs provided the beneficiaries with not only material things but also a provision of good teamwork among them. Through teamwork, they can reach better outcomes and increase efficiency since they can work as one and combine their knowledge and resources to work out and solve problems more effectively.

**Table 4. The extent of Utilization of Livelihood Programs in terms
of Community Outreach**

INDICATORS	MEAN	INTERPRETATION
Provided Avenue in developing teamwork and unity	3.72	Highly Utilized
Helped the community for development in terms of economic and social infrastructure.	3.69	Highly Utilized
Gave the community facilities and other resources	3.69	Highly Utilized
Helped in maintaining the cleanliness of the community through clean-up drives	3.67	Highly Utilized
Provided materials and other resources to household members, such as groceries, school supplies, etc.	3.64	Highly Utilized
Average Mean	**3.78**	**Highly Utilized**

It usually involved participatory techniques, partnership-building, and community engagement in raising program acceptance and usage that enable participants to build strong partnership and networking. Community outreach is thus quite important in promoting livelihood development within higher education. It can facilitate collaboration and knowledge sharing between higher education institutions and the communities they serve.

The indicator rated lowest but was still perceived as "highly utilized" to provide materials and other resources to household members, such as groceries and school supplies, with a weighted mean of 3.64. Some of the outreach activities provided to them were relief giving and providing school supplies to the school children. Provision of the said materials is one way of reaching out to the people in need, but for them, the skills enhancement is more sustainable in that they can be a source of income to help their family.

Skills development training enables the respondents to acquire knowledge and skills that are the product of scholarly research that they can utilize to help them develop their economic status. Skills training like massage therapy, candle making, and food processing were also incorporated into research to ensure the effectiveness of the programs. Upon the training, they are also provided with skills in marketing, financial literacy, and entrepreneurship to guarantee a holistic approach to providing services.

2.4   Technology Transfer

Table 5 shows the extent of utilization of livelihood programs in terms of technology transfer and utilization. This concept was perceived as "highly utilized," which obtained a mean rating of 3.70. Among the indicators used, the assistance to the community for development in terms of economic and social infrastructure was rated highly utilized, with a mean rating of 3.80. In technology and utilization, beneficiaries were trained not only on skills development provided by experts and professionals but also given training in using the output of research and to be applied for practical utilization. Community development provides a foundation to improve the lives of its people. It creates strong, diverse communities that can attract social stability, which enables people in the communities to have more productive lives (Fletcher, 2023).

**Table 5. The extent of Utilization of Livelihood Programs in terms
of Technology Transfer and Utilization**

INDICATORS	MEAN	INTERPRETATION
Helped the community for development in terms of economic and social infrastructure.	3.80	Highly Utilized
Provided knowledge and information on various technologies available	3.71	Highly Utilized
Gave the community facilities and other resources	3.69	Highly Utilized
Provided transfer of skills and technology for practical use	3.65	Highly Utilized
Skilled in providing transfer of knowledge to other people	3.65	Highly Utilized
Average Mean	**3.70**	**Highly Utilized**

Legend: 1:00-1:73=Not Utilized, 1:74-2:47= Slightly Utilized, 2:48-3:21= Moderately Utilized, 3:22-4:00=Highly Utilized

Technology Transfer and Utilization in Higher Education create the condition that provides an opportunity for the participants to improve career chances in the context of higher education. A community for social and economic development as an indicator term was perceived by the respondents as "highly utilized" because of what has been learned from the training programs to help them economically. Technology transfer programs have provided the respondents with useful skills and knowledge that they can use either for employment or for putting up small businesses.

2.5   Technical Assistance

Table 6 presents the extent of utilization of livelihood programs in terms of technical assistance. The area of concern obtained a mean rating of 3.70, indicating such concern as being "highly utilized." Among the indicators, knowledge, and information on various technologies available was rated the highest with a mean rating of 3.77, which means "highly utilized." Technical

assistance is also commonly known as technical consultation. It is where highly professional faculty extensionists are tapped to provide their services to the partner communities and other stakeholders for consultation and support for planning and implementing activities in their communities (Zabala et al.,, 2023).

Table 6. The extent of Utilization of Livelihood Programs in terms
of Technical Assistance

INDICATORS	MEAN	INTERPRETATION
Provided knowledge and information on various technologies available	3.77	Highly Utilized
Helped the community for development in terms of economic and social infrastructure.	3.76	Highly Utilized
Gave the community facilities and other resources	3.64	Highly Utilized
Provided transfer of skills and technology for practical use	3.68	Highly Utilized
Skilled in providing transfer of knowledge to other people	3.72	Highly Utilized
Average Mean	**3.70**	**Highly Utilized**

Legend: 1:00-1:73=Not Utilized, 1:74-2:47= Slightly Utilized, 2:48-3:21= Moderately Utilized, 3:22-4:00=Highly Utilized

The data shows that the beneficiaries highly utilized the knowledge and information provided by the training programs. The Technical Assistance provided by the training programs involves technical assistance, mentorship, and counseling. Technical assistance is critical in providing students and graduates with the necessary support and guidance to navigate the intricacies of livelihood programs. Effective technical support can include hands-on training, expert mentorship, and ongoing guidance, all of which enhance students' learning experiences and prepare them for successful program utilization.

The indicator obtained the lowest mean rating of 3.64 but is still indicative of being "highly utilized" in the community facilities and other resources. Community facilities and other resources can be provided by outsourcing to different partner communities and stakeholders. The role of the extension services office is to link the community with possible stakeholders that can provide for their needs. In terms of technical assistance, the beneficiaries, with the help of faculty extensionists, can guide them in resource mobilization and technical expertise. Outsourcing as an indicator is rated lowest. This may be owing to the reason that the respondent's possible need for consultancy is not their topmost priority. Respondents also take into consideration the resources that they are to request from the implementing agency, whether they can provide them, and if they can sustain the program.

2.6 Relationship Between Level of Acceptability and Utilization of Livelihood Programs along Five Deliverables

A Pearson product-moment correlation coefficient was computed to test the significance of the relationship between the acceptability and utilization of livelihood programs along five deliverables. As shown in Table 7, acceptability, and utilization of livelihood programs and training are positively associated (r=0.333) significantly. This means that the acceptance of skills training is directly related significantly to the utilization. These statistical results indicate that the more skills training (e.g., massage therapy, candle making, and food processing), community outreach, and technical assistance received by the respondents, the greater their inclination to adopt and use their livelihood skills.

On the other hand, communication information (r=.187) and technology transfer and utilization (r=.169) showed no significant association with the adoption of learned livelihood skills. As to

why these findings appeared, they may have reason themselves lying on what the respondents possibly consider as their not having available resources and instruments that they can use for the adoption of their learned skills. This could also be why technology transfer and utilization did not significantly link with adopting learned skills. Not readily available instrumentation presents certain problems and difficulties for the adoption and use of learned livelihood skills.

Table 7. Significant Relationship Between Level of Acceptability and Utilization of Livelihood Programs along Five Deliverables

Deliverables	Computed Pearson's r	df	Tabular Value at 0.05 Level of Significance	Decision on Ho	Interpretation
Training	.333	73	0.227	Reject	Significant
Communication Information	.187	73	0.227	Accept	Not Significant
Community Outreach	.240	73	0.227	Reject	Significant
Technical Assistance	.269	73	0.227	Reject	Significant
Technology Transfer and Utilization	.169	73	0.227	Accept	Not Significant

The significant relationship between acceptability and utilization implies that when individuals or communities find livelihood programs acceptable, they are more likely to engage with and utilize them effectively. This relationship can have important implications for program success once high acceptability can lead to increased utilization, which signifies greater program impact and positive outcomes for the intended beneficiaries.

Understanding the factors contributing to the acceptability and utilization of livelihood programs along five deliverables is crucial for program planners, implementers, and policymakers. By identifying and addressing barriers to acceptability and utilization, program interventions can be designed and tailored better to meet the needs and preferences of the target population. This can enhance program effectiveness, sustainability, and the overall well-being of the beneficiaries.

It is important to note that the relationship between acceptability and utilization may vary depending on the locality and the respondents. The characteristics of the target population, the nature of the livelihood programs, and the extended support from the outside are factors to be considered. Conducting further research and program evaluations can provide a deeper understanding of this given problem, which helps provide a certain basis for informing the extension program design. Relationships and help inform program design, implementation, and improvement efforts.

2.7 Significant Difference Between the Level of Acceptability of Respondents to the Implementation and Extent of Utilization of Livelihood Programs along Five Deliverables

Among the delivered extension services, the observed variation in level of acceptance and level of utilization of communication information (F=0.445), technology transfer, and utilization (F=0.319). Training (F=2.305) and technical assistance (F=0.946) are not statistically significant. This means that the respondent's acceptability of the said areas of concern has no significant bearing on using learned livelihood skills. Results were shown in Table 8.

The observed differential level of acceptability of Community Outreach, on the other hand, appeared to be statistically (ANOVA) significant. Thus indicating that the differentially perceived access to community outreach tended to have an important bearing on the extent of utilization of learned skills.

Table 8. Significant Difference Level of Acceptability of
Respondents and Extent of Utilization

Deliverables	Computed F	df	Decision on H_o	Interpretation
Training	2.305	2, 15	Accept	Not Significant
Communication Information	0.445	2, 12	Accept	Not Significant
Community Outreach	6.991	2, 12	Reject	Significant
Technology Transfer and Utilization	0.319	2, 12	Accept	Not Significant
Technical Assistance	0.946	2, 12	Accept	Not Significant

The result of the test on differential levels of acceptability and utilization suggests that the respondents varying access to community outreach programs can have a significant bearing on their utilization of learned skills.

The study's conclusions show that the community strongly values and recognizes the services that health extension workers provide for women and their children locally. Most communities are free of inaccurate perceptions of behaviors. Although postpartum care and community-based neonatal care were reported to be inconsequential, their performance was improved in focused antenatal care. Health Extension Workers' extensive experiences served as the foundation for their knowledge and expertise. The community members recognize and cherish the programs that health professionals offer, and this has a big impact on their lives.

While all four deliverable resulted in no significant difference only one, deliverable has a significant difference in the extent of utilization of the programs. Community outreach has an F value of 6.991, higher than the significance level of 0.05. This can only mean that the respondents have different responses on community outreach they have received. All three communities can have different interpretations of the community outreach conducted to them. Community outreach programs are crucial in addressing societal needs and promoting social welfare. By actively engaging with local communities, these initiatives can identify and understand the unique challenges and concerns faced by individuals and groups.

Based on the study of Brown, 2017 about the, the result emphasizes the need for clear and transparent communication between extension program providers and the community. This includes effectively disseminating information, engaging in dialogue, and addressing community concerns. Open and effective communication builds trust, fosters understanding, and enhances the acceptance and adoption of new extension initiatives.

The successful adoption and acceptability of new extension programs require several key components, including community involvement, social capital, leadership, and good communication. Extension programs can increase the possibility that the community will embrace and successfully implement program innovations by prioritizing these aspects to build community engagement, trust, and collaboration.

Overall, this research emphasized the importance of addressing barriers to accessibility, cultural competence, and effective provider communication to enhance the acceptability and utilization of outreach services among underserved populations. By understanding and addressing these factors, outreach programs can be designed and implemented in a way that effectively meets the needs of underserved communities, ultimately improving their health outcomes and reducing health disparities.

2.8 Challenges Encountered by Extensionist in Program Implementation

Faculty extensionists, typically college faculty members engaged in extension work, face several challenges when implementing extension programs. These challenges stem from the unique

position they hold as both educators and practitioners. To identify the challenges that the extensionists are facing, the researcher conducted a focus group discussion composed of ten faculty extensionists and current and previous extension coordinators from different Colleges. There are also ten questions to the extensionists as to what challenges they have experienced while implementing the extension programs. For the result of the focus group discussion, Extensionists 1, 2, and so on will be utilized as the respondents.

The researcher presented the results based on the most challenges or problems experienced by all ten faculty extensionists. First among the challenges they are facing is the lengthy time of procurement process that impedes the start of the extension activity. This is the common problem faced by all the extensionists; being a State College, CSPC follows protocols, especially in the procurement process. One cannot push through extension activities without materials, and for that to happen, there is a process that needs to follow. A lengthy procurement process impedes the start of the activity; some extensionists shell out of their pocket just for the activity to be pushed through on schedule. Extensionist 3 cited,

"We have to use our own money just to have materials for the activity, which is an additional burden for extensionists."

The next challenge that is also common to extensionists is the lack of participation of the participants. It is common in the community that when you conduct any activity, the people are expecting something that you may offer to them. The most common expectation is that you will give them gifts or food to participate in the program. That common misconception in every activity affects the program outcome that the extensionist is providing them. Some communities are participative, but some communities have difficulty in participating, for they are expecting more from them.

Bahceci (2018) conducted a study about Key Issues of Success in Extension and Types of Participation and factors emphasizes the type of participation people often use and the type of involvement that directs the development process in society and affects sustainability. Based on her study, there are different types of participation; one is participation for material incentives, defined as people participating by contributing resources or other materials and incentives. It is a very common type of participation, yet people have no stake in prolonging technologies or practices when incentives end.

The next challenge experienced by the extensionists is the undesirable attitudes of community beneficiaries. According to Extensionist No. 6, *"Some participants attended the activity, but they kept on talking while the speaker was discussing."* Extensionist No. 9 said, *"Some participants just only want the training kits that will be provided that they left the venue after registering and come back when it is time to give the training kits."* These are some of the attitudes that are sometimes present in the community while conducting extension activities. These are all personal experiences of the extensionist that cannot be controlled but can be avoided.

Another challenge is insufficient materials and tools for the conduct of extension programs. This is also a reflection of the delay in the procurement process that affected the start of the activity. Materials and supplies must be completed for a more comprehensive discussion and a demonstration of the extension activities. Extensionists sometimes tap other networks and partner stakeholders for funding and resources from external funding resources to support their extension program. The competitive nature of funding and limited resources can pose challenges in sustaining extension initiatives.

The venue is not conducive for the conduct of training. Extensionist No. 1 cited, *"Participants are not comfortable where the extension activity is conducted, especially those mothers with small children with them; children are uneasy, and some are crying, making the other participants distracted."* A good venue, with good ventilation and lighting, makes the participants comfortable, and learning is much easier. The study conducted by (Eziyi Ibem, 2017) cited that 65% of the respondents emphasized physical conditions such as lighting, ventilation environment, noise level as major components influencing learning environment of the participants. The environment can greatly

affect the learning ability of all the participants, which is why it is important to have a great venue for extension activities.

Lack of coordination between the target community and the extensionist is somehow challenging to the extensionist, and 4 out of 10 responded as it affects the delivery of extension programs when no coordination with partner stakeholders is done. This is sometimes experienced by the extensionist when the stakeholders fail to respond to the request of the extensionist to have a consultative meeting before conducting the extension activities. Extensionist No. 6 cited, *"I have been calling or texting our partner for a meeting, yet I did not receive any response."* Coordination is very important, especially before the conduct of the activity; it is where the planning happens, the setting of expectations between the community and extensionists, and the scheduling of the activity. Balancing teaching and extension duties, faculty extensionists often have multiple responsibilities, including teaching courses, conducting research, and providing extension services. Balancing these different roles can be demanding, requiring effective time management and prioritization to ensure quality in teaching and extension activities.

Based on the study of Brunson (2019) about community needs assessment, it is necessary to seek and gather accurate information that can be used to determine the current situation and identify issues for action. It is an essential foundation for vital planning; it is where the identification of problems and the needs of the people in the community takes place. The training period is too short and is the next challenge that the extensionist experiences. The extensionist sometimes experiences this, but the training schedule depends on the kind of extension activities being conducted and the availability of the resource speakers. Some extension activities need five days or more, some just a day or two, and that only depends on what they offer to the community.

Faculty extensionists encounter audiences with varying educational backgrounds, cultural contexts, and levels of technological literacy. They need to adapt their communication strategies and materials to engage different groups effectively. This requires a deep understanding of the target audience's needs, preferences, and constraints.

The next challenge is always encountering unavailability of resource speakers for the extension activities. Two respondents cited that they have experienced this problem. Still, they resorted to outsourcing to a different agency. Every College has a pool of experts who can be tapped as resource speakers in extension activities. So, it is not that challenging for the extensionist to look for speakers for their activity.

The absence of monitoring and evaluation instruments is the last challenge that the extensionist identified. The extension service office has a monitoring and evaluation tool for all extension activities. It is not a problem for extension implementors because there is always an available tool for monitoring.

3 CONCLUSIONS

The acceptability of livelihood programs for Massage Therapy, Candle Making, and Food Processing is highly acceptable. The study concludes that the extent of utilization of extension programs for all five deliverables was high, and communication information was rated highest among the average weighted mean. There is a significant relationship between the respondents' level of acceptability and utilization of the deliverables of community outreach and technical assistance, but none for communication information and technology transfer.

There are no significant differences between acceptability and utilization for training, communication information, technology transfer, and utilization of deliverables of the programs. However, significant differences exist in community outreach.

Challenges encountered by extensionists in program implementation are lengthy time of procurement of materials, lack of participation of the participants, venue is not conducive for training, lack of coordination between community and extensionist, the training period being too short, unavailability of resource person and absence of monitoring and evaluation instruments.

4   RECOMMENDATIONS

The Extension Services Office of Camarines Sur Polytechnic Colleges can craft a holistic development plan considering the needs of beneficiaries, and monitoring and evaluation should be regularly done. The committee must be the Vice President for Research Extension and Production and Entrepreneurial Development, Extension Services Director, Research Director, Production Director, and Vice President for Academic Affairs to represent their respective offices in instruction, research, community extension, and production. The extension Agenda can be anchored on the National Economic and Development Authority (NEDA) Ambisyon 2040, a collective long-term vision and aspirations of the Filipino people for themselves and the country for the next 25 years.

With this extension agenda in place, it can be disseminated to the people in the communities. Training, community outreach, and technical assistance can be a priority consideration for the crafting of the extension agenda. More innovation and activities, along with communication information and technology transfer, can be prioritized. Aggressive promotion of programs in communities can be given priority in the extension agenda. To address the challenges extension implementors face, the Camarines Sur Polytechnic Colleges, through Extension Services Offices, can form partnerships and collaborations with relevant stakeholders, including farmers' associations, government agencies, NGOs, and industry partners. These partnerships can provide additional resources, expertise, and support for extension programs, enhancing their effectiveness and reach.

Intervention strategies may include strengthening linkages and partnerships with other stakeholders for more synergistic program implementation. In addition, continuing capability-building programs can be given to extensionists to enhance their functions and delivery of expected variables.

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