# Impact Study of the Community Extension Programs of the College of Health Sciences on the Residents of San Roque Madawon, Nabua, Camarines Sur

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**HOW TO CITE:**
Naneth Orciga Oida (2026). Impact Study of the Community Extension Programs of the College of Health Sciences on the Residents of San Roque Madawon, Nabua, Camarines Sur. International Journal of Special Education, 41(12s), 1127-1140

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**ABSTRACT:**

The study assessed the impact of the community extension programs of the College of Health Sciences (CHS) on the Residents of San Roque Madawon, Nabua, Camarines Sur. Impact study is being done to determine the results of extension projects and activities conducted or implementing methods are achieving. This descriptive research utilized 47 beneficiaries from barangay San Roque Madawon, Nabua, Camarines Sur as the key informants of the study. The data were gathered by the barangay officials through the questionnaire made by the researchers and translated in Tagalog. Results revealed that mostly of the respondents are high school graduate, married with two males and four females in the family, farmers, no other source of income, have monthly income of Php 4,501-5,500 and Php 3,500 and below, respectively, living in their own house, with permanent type of dwelling, and have water facilities.

Furthermore, findings reveal that the impact to the individual of the extension services implemented by the CHS along values and attitude, knowledge, and skills is high. Likewise, impact to the community of the extension services implemented by the CHS is high. However, the economic impact to the Community of the Extension Services Implemented by the College of Health Sciences is medium. Development of relevant, responsive and sustainable livelihood opportunities for the stakeholders in the partner community through conducting capability building may be conducted to supplement their income to sustain their essential needs.

Keywords: impact study, extension program, community partner

## Introduction

The Community Extension Program works through self-support, self-reliance and self-sustaining principles. There should be intended efforts to plan programs and services that are community based through people's participation, taking into consideration the changing needs of the society and the individual (Rubio, Pentinio, Ascan, et. al., 2016).

As stated in the rationale of Commission on Higher Education (CHED) Memorandum Order No. 52, series of 2016 on pathways for equity, relevance and advancement in research, innovation and extension in higher education, it is imperative to inspire and enable Philippine Higher Education Institutions (HEIs) become platform for research and development, innovation and extension in pursuit of inclusive social and economic development. As specified in the said memorandum, extension programs in higher education institutions provide the space to discover practical, evidence and science-based answers that can address real-world social, economic and environmental challenges of partner citizens and communities. As higher education institutions that provide knowledge and ideas through research and innovations, this new path of extension policy paves way in uplifting the partnership with the communities that aims to provide sustainable community development (https://ched.gov.ph)

Community extension program is one of the fourfold functions of a higher education institution as mandated by the Commission on Higher Education. The Camarines Sur Polytechnic Colleges (CSPC) Extension Services provides to let the community feel the presence of CSPC through the conduct of relevant and responsive extension and community outreach programs and activities. With its vision to assist in the sustainable development of the community particularly its target clientele thus empowers them to improve their quality of life, the Camarines Sur Polytechnic Colleges as one of the performing members of the higher education institutions is one in implementing these fourfold functions specifically extension service. Accordingly, the extension projects and activities of the college shall be in line with its program thrust and must be a research-based extension program. Some of the extension thrust and priorities of the college are technology transfer/technology promotion cum Skills Training Program, Health and Nutrition Program, Home Management cum Health and Sanitation, Poverty Alleviation Program and Gender and Development Program.

In order to ensure effective implementation of the programs and projects in consonance with its objectives, the CSPC Extension Services Office has devised the following strategies for implementation such as coordinate with the different departments who will directly spearhead the planning, implementing, monitoring and evaluating the program of the college in coordination with the Extension Office; establish a network for planning, implementing, monitoring and evaluations of projects to develop an efficient system of extension program management; assist the identified community or barangay to be served through technical, vocational, educational, entrepreneurial, health and environmental services as well as other needs identified.

Communities, vulnerable for certain problems, situations and underlying challenges that prevent development, also want to achieve the best version of themselves with the actions of their people by cooperating with each barangay governance. The Barangay San Roque Madawon wants to improve their quality of life, just like an individual who is longing for the welfare of itself and its other subsystem so it could emerge from the problems and issues it encounters. To come up with responsive, relevant and sustainable programs, identifying and prioritizing the needs of the barangay were done followed by action planning. It was participated by the Extension Services Office, extension coordinators of different Colleges, faculty extensionists, internal stakeholders and people of the Barangay San Roque Madawon. Implementation of extension activities such as; skills trainings, communication information, and outreach were conducted to enable the barangay, achieve sustainable development. To further strengthen the extension services implemented by the College of Health Sciences and to identify what specific undertakings need an improvement this impact study was conducted.

Commission has initiated efforts to re-direct extension programs under CHED Memorandum Order 52, series of 2016. The policy provides some guidelines on HEI community extension programs for the

"provision of space to discover practical, evidence- and science-based answers that can address real-world social, economic, and environmental challenges of partner citizens and communities." As producers of knowledge or hubs of innovations, the new extension policy posits that HEIs are in a strategic position to work in partnership with communities, business, and industry in facilitating the transfer of knowledge or technology on specific developmental areas Llenares and Deocaris, 2018).

Partnerships between HEIs and the community should be mutually beneficial. Research and technology-transfer activities by the academe, should have the potential to improve curriculum and pedagogy. For students, extension programs help to instill the value of citizenship in a manner that traditional classroom teaching is unable to provide. Such engagements can also add new ideas and insights to the intellectual process and give broader meaning to the work and world of academics (Soska & Butterfield, 2013).

Among SUCs most extension programs are demand driven and accreditation driven. Demand driven is community-based that encompass basic functional needs and demands designed to establish and promote the general well-being of the rural and urban populace. Usually this is requested by the Local Government Unit concerned upon identification of the specific needs of their constituents. On the other hand, the accreditation driven extension programs are implemented in response to the requirements by an accrediting body (Bidad, and Campiseño, 2010).

The study conducted by Dugyon (2015) on the extension services of the Ifugao State University focused on education, livelihood generation, health and wellness, good governance and peace & order, environmental awareness and protection, and organizational linkages. It was revealed on her study that the implementation of university's key extension programs and services should be improved and intensified to have greater impact on the communities.

The impact of the Community Extension Services (CES) of Saint Joseph Institute of Technology-Butuan City which have been rendered for three (3) years at Village Lumbocan was conducted. The study showed that the institution being represented by the seven (7) colleges and the Graduate School was socially responsive to the needs and sincere in its role of uplifting the quality of life of the residents of village Lumbocan. Salient findings of this research endeavor confirmed the importance of students to realize their experiential learning that transforms them to become humane individuals who, together with coordinators and volunteers, are committed to be part of the humane extension program at village Lumbocan (Herrera, 2010).

The health education program was effective in improving the attitudes of the participants and their personal health behaviors, but not so much in strengthening the teaching infrastructure within the community and provide solutions for structural barriers like employment conditions. Socioeconomic constraints need to be incorporated in future interventions to ensure sustainable results (Malabanan, 2026).

Assessment on community extension services in Region IX along education, livelihood generation, health and nutrition, good governance and environmental awareness during the School Year 2008-2009 as basis for sustainable community enhancement program was conducted. The results of the study revealed that the extension program was well implemented. And, faculty and students were well involved. There was no significant difference on the ratings of the implementers and beneficiaries along education, livelihood generation, health and nutrition, good governance and environmental awareness implementation. No significant difference also existed on the perceptions of the implementers and beneficiaries in their involvement of the extension programs on education, livelihood generation and good governance. However, there was significant difference in their involvement on the program on health and nutrition and environmental management (Bidad, and Campiseño, 2010).

The study of Malabanan and Dacara (2024) provides a comprehensive overview of the socio-

economic conditions in Barangay Sta. Justina highlights the intersection of various social determinants that influence the well-being of the community.

The impact of community extension program of AB Mass Communication and Paralegal Studies (ABMC/PL) on community development was assessed. Result showed that food production program implementation certainly contributed to environmental transformation, food and nutrition security and additional income in the family; leadership seminars strengthen the potential, knowledge and self-confidence of the beneficiaries; and child development intervention program enhanced the children's social, emotional, physical, cognitive growth, resulting a timelier enrollment; and for mothers. As a whole, the program, definitely contributed to the national progress of the country (Montalbo, 2016).

The respondents of this study was composed of 47 beneficiaries from barangay San Roque Madawon, Nabua, Camarines Sur which were selected through Convenience Sampling. The researchers chose the said barangay for the main reasons that it is an active partner of the College for several years, and various activities were implemented by applying concepts, values, and skills.

## Results and Discussions

### 1. Profile of the Respondents

**Table 1. Highest Educational Attainment**

| Profile | Frequency | Percentage | Rank |
|---|---|---|---|
| College Graduate | 11 | 23.40 | 2 |
| College Level | 7 | 14.89 | 4 |
| High School Graduate | 19 | 40.43 | 1 |
| High School Undergraduate | 5 | 10.64 | 5.5 |
| Elementary Graduate | 5 | 10.64 | 5.5 |
| **Total** | **47** | **100.00** | |

**Table 2. Civil Status**

| Profile | Frequency | Percentage | Rank |
|---|---|---|---|
| Single | 12 | 25.53 | 2 |
| Married | 32 | 68.09 | 1 |
| Widow or Widower | 3 | 6.38 | 3 |
| **Total** | **47** | **100.00** | |

**Table 3. Family Size**

| Profile | Frequency | Percentage | Rank |
|---|---|---|---|
| Male | | | |
| 1 | 3 | 6.38 | 5 |
| 2 | 14 | 29.79 | 1 |
| 3 | 11 | 23.40 | 2 |
| 4 | 9 | 19.15 | 3 |
| 5 | 2 | 4.26 | 6 |
| 6 | 6 | 12.77 | 4 |
| 7 | 1 | 2.13 | 7.5 |
| 8 | 1 | 2.13 | 7.5 |
| **TOTAL** | | **100.00** | |
| Female | | | |
| 1 | 5 | 10.64 | 4 |
| 2 | 11 | 23.40 | 2.5 |
| 3 | 11 | 23.40 | 2.5 |
| 4 | 12 | 25.53 | 1 |
| 5 | 4 | 8.51 | 5 |
| 6 | 1 | 2.13 | 7 |
| 7 | 3 | 6.38 | 6 |
| **Total** | **47** | **100.00** | |

**Table 4. Main Source of Income**

| Profile | Frequency | Percentage | Rank |
|---|---|---|---|
| Farmer | 15 | 31.91 | 1 |
| Fishers | 3 | 6.38 | 4 |
| Vendor | 1 | 2.13 | 9.5 |
| Driver | 1 | 2.13 | 9.5 |
| Construction Worker | 6 | 12.77 | 9.5 |
| Welder | 1 | 2.13 | 3 |
| Homemaker | 12 | 25.53 | 2 |
| Cashier | 1 | 2.13 | 9.5 |
| Security Guard | 1 | 2.13 | 9.5 |
| | | 4.26 | 6 |
| | | 4.26 | 6 |

| | | |
|---|---|---|
| Animal Selling | 2 | |
| Others: | 2 | |
| Loading Station Business | 2 | |
| Contact Tracer | | |
| **Total** | **47** | **100.00** |

**Table 5. Other Source of Income**

| Profile | Frequency | Percentage | Rank |
|---|---|---|---|
| Construction Worker | 5 | 10.64 | 4 |
| Fisherman | 10 | 21.28 | 2 |
| Welder | 2 | 4.26 | 5 |
| Laborer | 9 | 19.15 | 3 |
| Direct Selling | 1 | 2.13 | 6 |
| None | 20 | 42.55 | 1 |
| **Total** | **47** | **100.00** | |

**Table 6. Monthly Income**

| Profile | Frequency | Percentage | Rank |
|---|---|---|---|
| Php 3,500 and below | 11 | 23.40 | 1.5 |
| Php 3,500-4,500 | 8 | 17.02 | 4 |
| Php 4,501-5,500 | 11 | 23.40 | 1.5 |
| Php 5,501-6,500 | 7 | 14.89 | 5 |
| Php 6,501 and above | 10 | 21.28 | 3 |
| **Total** | **47** | **100.00** | |

**Table 7. Housing**

| Profile | Frequency | Percentage | Rank |
|---|---|---|---|
| Own the House | 35 | 74.47 | 1 |
| Rent a House | 2 | 4.26 | 3 |
| House/Land of relatives | 10 | 21.28 | 2 |
| **Total** | **47** | **100.00** | |

**Table 8. Types of Dwelling**

| Profile | Frequency | Percentage | Rank |
|---|---|---|---|
| Permanent | 20 | 42.55 | 1 |
| Semi-Permanent | 15 | 31.91 | 2 |
| Light Materials | 12 | 25.53 | 3 |
| **Total** | | **100.00** | |

**Table 9. Source of Water Supply**

| Profile | Frequency | Percentage | Rank |
|---|---|---|---|
| With water facilities | 18 | 38.30 | 1 |
| Communal water facility | 12 | 25.53 | 2 |
| Potable water from grocery/water refiling station | 5 | 10.64 | 4 |
| Deep well | 12 | 25.53 | 5 |
| **Total** | | **100.00** | |

**2. Impact to the Individual of the Extension Services Implemented by the College of Health Sciences**

**Table 10 . Impact to the Individual of the Extension Services Implemented by the CHS along Knowledge**

| INDICATORS | WM | VI | RANK |
|---|---|---|---|
| 1. Enhanced awareness on different common illnesses, its causes, manifestations and prevention | 3.53 | HI | 3 |
| 2. Gained knowledge on proper hygiene and sanitation | 3.62 | HI | 1 |
| 3. Helped to be more aware on environmental concerns | 3.60 | HI | 2 |
| 4. Enhanced knowledge when to respond during emergency situations | 3.40 | HI | 4 |
| 5. Knowledge of and involvement with group has increased | 3.13 | MI | 9 |
| 6. Empowered with concepts on gender and development | 2.94 | MI | 10 |
| 7. Enhanced awareness on different gender concerns and its appropriate interventions | 3.32 | HI | 7 |
| | 3.36 | HI | 5.5 |
| | 3.19 | MI | 8 |
| | 3.36 | HI | 5.5 |

| | | |
|---|---|---|
| 8. Acquired more information on current issues in the community relevant to health. | | |
| 9. Increased knowledge on men and women health issues | | |
| 10. Enhanced awareness on the potential disasters that could occur in community | | |
| **AVERAGE WEIGHTED MEAN** | **3.34** | **HI** |

**Table 11. Impact to the Individual of the Extension Services Implemented by the CHS along Skills**

| INDICATORS | WM | VI | RANK |
|---|---|---|---|
| 1. Developed skills in providing transfer of knowledge to other people | 3.43 | HI | 5.5 |
| 2. Became more competent in providing suggestions on the programs, projects and activities that are beneficial to the community | 3.45 | HI | 4 |
| 3. Gained the skills and confidence to deal with minor incidents and major emergencies | 3.15 | MI | 7.5 |
| 4. Developed skills to provide first aid | 3.00 | MI | 9 |
| 5. Acquired skills help me to become more effective in my profession | 3.15 | MI | 7.5 |
| 6. Abled to teach other people of the skills I learned | 2.87 | MI | 10 |
| 7. Enhanced ability for decision-making skills | 3.60 | HI | 1 |
| 8. Provided opportunities to meet other people with common interests | 3.49 | HI | 3 |
| 9. Gave opportunities to make behavior changes and to enhance effectiveness in working with others | 3.57 | HI | 2 |
| 10. Enabled me to find a job and become employed as a result of the skills learned | 3.43 | HI | 5.5 |
| **AVERAGE WEIGHTED MEAN** | **3.31** | **HI** | |

**Table 12. Impact to the Individual of the Extension Services Implemented by the CHS along Values and Attitude**

| INDICATORS | WM | VI | RANK |
|---|---|---|---|
| 1. Helped to improve self-worth and everyday living | 3.79 | HI | 1 |
| 2. More productive and capable of making decisions | 3.53 | HI | 7 |
| 3. Helped boost my confidence | 3.55 | HI | 6 |
| 4. Developed willingness to help people without expecting anything in return | 3.60 | HI | 5 |
| 5. Awaken the spirit of volunteerism in me | 3.47 | HI | 10 |
| 6. Gained trust to my decisions in life | 3.49 | HI | 8.5 |
| 7. Helped to understand and accept different sexual orientation, gender identity and expressions | 3.49 | HI | 8.5 |
| 8. Helped in promoting cleanliness at home | 3.62 | HI | 4 |
| 9. Helped to prevent and not to be indulged with vices (drugs, gambling). | 3.72 | HI | 2 |
| 10. Developed the spirit of obedience and respect | 3.66 | HI | 3 |
| **AVERAGE WEIGHTED MEAN** | **3.59** | **HI** | |

**3. Impact to the Community of the Extension Services Implemented by the College of Health Sciences**

**Table 13. Economic Impact to the Community of the Extension Services Implemented by the CHS**

| INDICATORS | WM | VI | RANK |
|---|---|---|---|
| 1. Improved health and nutritional status of the community | 3.55 | HI | 2.5 |
| 2. Helped in promoting health and wellness among residents | 3.55 | HI | 2.5 |
| 3. Motivated the residents not to be indulged with vices | 3.49 | HI | 5 |
| 4. Enabled the community to become more productive | 3.45 | HI | 6 |
| 5. Found job and became employed | 2.98 | MI | 7 |
| 6. Increased household income | 2.79 | MI | 8.5 |
| | 2.74 | MI | 10 |
| | 2.79 | MI | 8.5 |
| | 3.60 | HI | 1 |

| | | | |
|---|---|---|---|
| 7. Bought appliances and other household gadgets | 3.51 | HI | 4 |
| 8. Enabled to increase the income of the community because of the services conducted | | | |
| 9. Sent children to schools | | | |
| 10. Sustained family's basic needs | | | |
| **AVERAGE WEIGHTED MEAN** | **3.24** | **MI** | |

**Table 14. Social Impact to the Community of the Extension Services Implemented by the CHS**

| INDICATORS | WM | VI | RANK |
|---|---|---|---|
| 1. Shaped residents' attitudes and enabled to enhance the spirit of volunteerism | 3.64 | HI | 1 |
| 2. Developed positive relationships and respond better to stress | 3.55 | HI | 3.5 |
| 3. Helped the residents to easily deal with problems, issues, and concerns relevant health | 3.34 | HI | 8 |
| 4. Improved lifestyles of the residents such as engaging in regular physical activity (sports, Zumba, etc) and other diversional activities. | 3.30 | HI | 9 |
| 5. Increased participation in community affairs like meetings, elections/forums, emergencies, and other activities | 3.57 | HI | 2 |
| 6. Helped the community to mingle with other people and go out from our homes to enjoy life | 3.43 | HI | 7 |
| 7. Increased member of volunteers for disaster preparation, fire drill, health and wellness | 3.49 | HI | 5 |
| 8. Served as an advocate when gender issues arise | 3.26 | HI | 10 |
| 9. Developed skill in providing transfer of knowledge to other people. | 3.47 | HI | 6 |
| 10.Developed the capacity in maximizing and valuing the importance of time. | 3.55 | HI | 3.5 |
| **AVERAGE WEIGHTED MEAN** | **3.46** | **HI** | |

**Table 15. Environmental Impact to the Community of the Extension Services Implemented by the CHS**

| INDICATORS | WM | VI | RANK |
|---|---|---|---|
| 1. Helped in promoting cleanliness to the community | 3.51 | HI | 5 |
| 2. Actively participated in barangay rabus (cleaning and beautification activity) | 3.62 | HI | 2 |
| 3. Increased number of households segregating waste | 3.45 | HI | 6 |
| 4. Increased recycling, reusing, and reducing of materials in every household and the community | 3.43 | HI | 7 |
| 5. Learned how to make a compost bin and put the organic waste in it | 3.30 | HI | 10 |
| 6. Motivated to participate in tree planting and growing activities. | 3.38 | HI | 8 |
| 7. Served as an advocate and talk to the community about the joy of being in green, clean, preserved places | 3.34 | HI | 9 |
| 8. Taught other members of the family to be considerate to their environment by showing them through examples | 3.62 | HI | 2 |
| 9. Contributed to make the environment better by growing own fruits and vegetables at home | 3.62 | HI | 3 |
| 10. Observed healthy lifestyle such as walking or biking instead of using gasoline to drive to improve health and reduce air pollution | 3.60 | HI | 4 |
| **AVERAGE WEIGHTED MEAN** | **3.49** | **HI** | |

**4. Proposed Extension Implementation Framework to Enhance the Extension Services Implemented by College of Health Sciences**

**Table 16. Proposed Extension Implementation Framework to Enhance the Extension Services Implemented by College of Health Sciences**

| Area of Concern | Objectives | Activities/ Strategies | Persons Involved | Budget Requirement | Implementation Schedule |
|---|---|---|---|---|---|
| a) Training programs that meet the | Implement sustainable livelihood opportunities | Consultative meeting/ action planning. | CHS Extension Coordinator CHS Faculty Extensionists | P50,000 | October 2026 |

| | | | |
|---|---|---|---|
| needs of stakeholders and have a multifaceted impact on individuals' profitability.<br><br>b) Well designed and organized activities to enhance the knowledge of the stakeholders and address their health concerns and other issues. | for the stakeholders through conducting capability building.<br>Conduct consultation meeting and needs assessment to identify, map and prioritize the needs of the community.<br>Establish safe and supportive environment, healthy living conditions and lifestyles, community involvement and participation, access to social and health services need to address these differences between women and men. | Training needs assessment<br><br>Skills Training | Extension Director<br>CGAD Director<br>Barangay Officials and other stakeholders |

**Conclusions**

1. Mostly of the respondents are high school graduate, married with two males and four females in the family, farmers, no other source of income, have monthly income of Php 4,501-5,500 and Php 3,500 and below, respectively, living in their own house, with permanent type of dwelling, and have water facilities.
2. The impact to the individual of the extension services implemented by the CHS along values and attitude, knowledge, and skills is high.
3. The impact to the community of the extension services implemented by the CHS is high. However, the economic impact to the Community of the Extension Services

Implemented by the College of Health Sciences is medium.

4. Extension implementation framework is proposed to enhance the extension services implemented by College of Health Sciences.

**Recommendations**

1. Consultative meeting cum action planning may be conducted to develop a relevant, responsive, and sustainable extension project and activities.

2. Livelihood opportunities for the stakeholders in the partner community through conducting capability building may be conducted to supplement their income to sustain their essential needs.

3. Conduct of Gender Sensitivity Training and Gender and Development advocacy are suggested to capacitate the people in the barangay and address gender issues.

4. Health-relevant advocacy activities may be conducted to enhance the awareness of the community.

5. Continuous monitoring and evaluation of the extension project and activities. may be conducted to ensure its effectiveness and to determine if the objectives are achieved.

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