

# Weaving Strength: An Initial Assessment of Damayan and Ugnayan as Community Resilience Builders

Lelia C. Taya

Central Bicol State University of Agriculture

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## ABSTRACT

The study was aimed to determine the Damayan at Ugnayan sa Pamayanan: Initial Assessment. Specifically, it looked into the following: (a) demographic profile of the beneficiaries along: Gender, age, educational attainment, work, monthly income, training/seminar attended, group/association: (b) the effectiveness of the program in terms of: Professionalization of tanod, disaster preparedness, environmental awareness and livelihood training; (c) the problems encountered by the program as perceived by the beneficiaries. This study used multiple methods to provide a detailed program evaluation. The quantitative method was utilized to gather and analyze numerical data, which provided a complete description of the demographic profile of the beneficiaries and qualitative method was used to collect information on the program's effectiveness and identify the problems that the beneficiaries encountered while participating in the program. The survey questionnaire and interview were used to gather the data needed. The study found that participants were mostly female, 17-26 years old, high school level/graduates, and on-call/self-employed. They had a monthly income of 6,000-10,000, received disaster risk training, and were not part of any cooperative/association. The training provided valuable knowledge to the trainees and improved their learning. However, participants faced financial and time management problems. The study recommends informing beneficiaries about the benefits of training, focusing on behavior level, stressing the importance of attendance, and accommodating participants' schedules. The program should also intensify support for participants' economic needs.

**Keywords:** Initial Assessment, Demographic Profile, Effectiveness, Problems encountered

## INTRODUCTION

In the Philippines, a barangay is a small community responsible for maintaining law and order. The Peace and Order Committee, led by the punong barangay and supported by barangay tanods, focuses on ensuring safety and security. Unfortunately, not all communities are harmonious, leading to crime, disturbances, and disputes. To address these challenges, the Central Bicol State University of Agriculture-Sipocot launched the Damayan at Ugnayan sa Pamayanan (DUYAP) Program in 2021 in Cabusao. This program promotes rural development through collaboration between the government, barangay officials, tanods, and volunteers.

The DUYAP Program offers training and capacity building for barangay officials, tanods, farmers, parents, youth, and cooperatives. Its goals are to improve the delivery of training programs, enhance beneficiaries' productivity, and raise awareness of environmental protection. A Memorandum of Agreement underscores the need for collaboration in advancing rural development, with the researcher acting as the program leader.

This research evaluates the training and activities provided under the DUYAP program, gathering information on the beneficiaries' demographics, educational backgrounds, and experiences in public safety, disaster risk management, environmental awareness, and livelihood training. The study aims to assess the program's effectiveness and identify any challenges faced by the beneficiaries. Overall, the DUYAP program empowers the local community to manage public safety and environmental concerns, equipping them with essential knowledge and skills to ensure their safety.

## OBJECTIVES

This study was guided by the following objectives:

1. To describe the demographic profile of the beneficiaries along:
  - a. Gender,
  - b. Age,
  - c. Educational attainment,
  - d. Work,
  - e. Monthly income,
  - f. Training/seminar attended,
  - g. Group/Association.
2. To measure the effectiveness of the program in terms of:
  - a. Professionalization of tanod
  - b. Disaster preparedness
  - c. Environmental awareness
  - d. Livelihood training
3. To identify the problems encountered by the program as perceived by the beneficiaries.

## REVIEW OF RELATED LITERATURE

### Community Program & Impact of Community Service

After the implementation of the program, the need for community participation in utilizing what has been built and it is very important. People will feel the benefits directly and can improve the quality of their lives so that the results of development into a tangible form. (Siti Robiah Nurbaiti, and Azis Nur Bamban, 2017)

The group consensus was that community development starts with an individual who has a vision arising from an appreciation of a balanced look at the community and its people. From that balanced view of the community, others in the community are included in articulating a vision of what might be. Development is a process that builds on the existing strengths of the community. It recognizes that the power of a community rests with the people of the community, not solely with its leaders. Development is the community taking responsibility to make change. (1994, by Charles Stuart)

A community relation is a multi-dimensional field, which various scholars viewed differently. For instance, it is aims at ensuring that stakeholders, particularly host community need to be integrated into developmental activities that will improve their lives, with the view to earn patronage. The focus on this definition is on company's interest, because by doing well you will get better. Furthermore, community relations aimed at resolving dispute or rancour that is capable of threatening harmonious coexistence between companies and their various stakeholders. For instance, the environmental effect caused by company's activities, is the basis of several conflicts between companies and host communities. Therefore, the best and suitable way to address it is through dialogue and appropriate consultation. (SA Abubakar · 2017)

Examples of this type of service are conducting food drives, participating in adopt-a-highway programs, tutoring, teaching younger children, or raking leaves or shoveling snow for elderly neighbors. It is action in the community, involving community members – young people, adults and families – coming together to work on a common interest or community need. Combining the definition of community service and learning and putting it in the context of a community is what community-based service learning is all about. To be effective it is important that youth are actively involved in the process. They should be engaged with assessing

community needs, designing projects to address community needs, and reflecting before, during and after the service experience. In addition, service activities are designed to meet learning objectives, not just to “do service.”

According to Ginny Kintz July 2011, the long-term sustainability of educational improvements often depends on the cooperation of local leaders. Coordination with local government and community leaders, as well as with other implementing agencies operating in the area, can ensure continuity and avoid perceived conflicts with other initiatives in the same community. Including local government representatives in training opportunities can facilitate their recognition of the viable role of the community in promoting not only educational quality but also other development needs of the community. It is equally important that communities be encourage to foster accountability from service providers, as well as national, regional, and local governments in an effort to ensure development and sustainability. Small, rural communities in particular often have deeply rooted traditional leadership structures that lend stability to community life. Regardless of their perceived effectiveness or ineffectiveness, these leaders have a significant degree of influence and should be consulted and kept informed of the planned initiative. Community members may be hesitant to engage in programs initiated by outside agencies unless they know that the local leadership has been consulted and has given its approval.

Kohlberg (1971) has defined community service learning as a vital element of social and civic development that forces students to confront social issues. He believes that when people engage in services for others with a new way of thinking, people may be persuaded into reasoning at higher levels by reorganizing the way they think about a given situation. Community service engagement at the school level has an informal, but a strong educational objective as it improves students' skills while they serve and enhance their social and civic consciousness. Community service learning can be a co-curricular activity or program as it is not mandatory. It is something students do apart from or in addition to their academic studies that plays a vital role in other developmental areas.

Rest and Narvaez (1991) have acknowledged community service as a means of promoting social and moral development in the doers. Since the last two decades, community service-learning programs have been used as an interesting pedagogy. One of the pedagogies of community service-learning projects is youth mentorship programs and it is observed that youth mentoring has a positive impact on students where they have to teach the same age or below age students from the community.

Jacoby (1996) opines it is the methodology and teaching technique that relates academic learning and community service so that each supports the other in order to achieve educational goals.

Community service learning plays an important role in developing social skills through building qualities of ethical and responsible citizens. In today's world, commercial agendas have influenced a lot of our educational institutions in goal setting; whereas in the past, the establishment of civic responsibility and its sense in students was one of the main objectives of public education institutions (Sears, 2003)

An argument can be raised based on the above-mentioned definition of community service that the purpose why community service residues a vital element among people is that we have progressed the dimensions and necessity to not only benefit from the amenities of others, but to provide those privileges to others in society. One concept that defines the popularity and success of community service is basically that of sympathy with others who need support, a notion that is generally referred to as ‘empathy’, where individuals who witness others in need of support feel intrinsically obliged to participate and communicate with them, contributing to them, providing support and assistance whenever possible (Penner et al. 2005).

Hence, this notion is convincing for many evolutionary thinkers, who claim that early behaviors such as humanity and commitment towards community developed from need and at this moment offer the glue for the fabric of contemporary behavior. When students learn to help the community and have a prosocial behavior at the school level, it is most likely that they will continue this habit of serving others voluntarily in their later life

as well. These initial behaviors have facilitated to shape group standards that are now visible in the social interface and prosocial actions of society nowadays (Buss, 2004).

### **Tanod, Livelihood, Disaster, Environmental awareness**

According to Cruz (2020) peace and order are an essential ingredient in maintaining economic development, social order and political stability (Bayan, 2011). As the basic political unit, the creation of the Barangay Police Security Officers/ BPSOs, otherwise commonly known as “Barangay Tanods,” security is sustained as the key factor in Barangay's growth. Provided in the DILG's trainers guidebook, the barangay tanod's duties and responsibilities include: assisting barangay officials in crime prevention and promoting public safety through patrolling/“ronda”, reporting to the offices concerned of any disruptions or unjust events, tracking the presence and actions of criminals and illegal elements; assisting police and “lupong tagapamayapa” in the execution of warrants and other judicial proceedings; and assisting barangay officials in the enforcement of national and local laws; and other means deemed appropriate in the prevention of crime.

De Asis, et al. (2020) determine the effectiveness of the Barangay Tanods on the Maintenance of Peace & Order in the Municipality of Bayambang. They sought to determine the profile of the respondents in terms of age, sex, civil status, highest educational attainment, monthly family income, number of trainings attended and years of experience as Barangay Tanods; the level of effectiveness by the Barangay Tanods on the Maintenance of Peace & Order in their localities as perceived by: the Barangay Tanods; and constituents; and the problems encountered by the Barangay Tanods in maintaining Peace & Order on the respective localities as perceived by; the Barangay Tanods; and Constituents. To ascertain the degree of efficiency of Barangay Tanods on the Maintenance of Peace & Order in the Municipality of Bayambang, the researchers used the descriptive approach with the questionnaire as the primary data collection tool. The researcher further believes that the respondents are very effective at carrying out their duties and obligations based on the data they collected and examined. The respondents further claimed that they are very effective in their capacity as first responders. They also asserted that their patrolling and hazard recognition tasks are quite effective.

Disaster Preparedness provides for the key strategic actions that give importance to activities revolving around community awareness and understanding; contingency planning; conduct of local drills and the development of a national disaster response plan. Risk-related information coming from the prevention and mitigation aspect is necessary in order for the preparedness activities to be responsive to the needs of the people and situation on the ground. Also, the policies, budget and institutional mechanisms established under the prevention and mitigation priority area will be further enhanced through capacity building activities, development of coordination mechanisms. Through these, coordination, complementation and interoperability of work in DRRM operations and essential services will be ensured. Behavioral change created by the preparedness aspect is eventually measured by how well people responded to the disasters. (Extreme Weather and Natural Disasters, 2012).

Environmental education is one of the crucial means to peoples understanding, awareness, beliefs and attitudes concerning the environments environmental awareness’ is defined as an understanding of natural system with the human social system. Therefore, environmental awareness is one of the challenging issues of environmental protection, sustainability and better in achievements in productivity. (Sharma, 2020)

Livelihoods programming in conflict needs to be long-term, and flexible enough that it can switch between, or combine, meeting immediate needs and longer-term work to support livelihoods at local, national and international level. Livelihoods programming in conflict involves, not only working with displaced people (IDPs) or people cut off from livelihood sources, but also with people who are more indirectly affected by conflict. This includes populations who are experiencing low-intensity conflict when open hostilities have ceased, and people facing limited access to markets and informal taxation. Livelihoods programming in acute or protracted conflict needs to be underpinned by a commitment to core humanitarian principles. This means that meeting the basic needs of the most vulnerable should remain an important objective. Livelihoods programming in protracted conflict is also unlikely to be sustainable as livelihoods options will remain limited

in the absence of a basic respect for human rights, ongoing violence, limited freedom of movement (and thus restricted access to markets, land and employment) and weak institutions, and where the risk of renewed humanitarian crisis remains. (Jaspars, 2009).

## METHODOLOGY

The methodology explained the study's process, including respondents of the study, research instrument, method of data analysis.

### Respondents of the Study

The study under discussion had diverse participants, including Barangay Tanod, Barangay officials, youth, parents, women, and cooperatives/associations. The study focused on various training programs that were offered to the respondents.

The Barangay Tanod group was surveyed on professionalization training to enhance their skills and knowledge to perform their duties more effectively. Both Barangay officials and Barangay Tanod were interviewed on disaster preparedness training to equip them with the skills to handle any emergency effectively. The activity on environmental awareness was responded to by Barangay officials, Barangay Tanod, and youth, who were made aware of their responsibilities to protect the environment and the importance of eco-friendly practices. Lastly, parents/women and cooperatives/associations were asked on livelihood training to provide them with the necessary skills to improve their income and financial stability.

The sampling method was purposive, meaning these groups were explicitly selected based on their involvement in the program's first year.

Table 1. Distribution of Participants

RESPONDENTS	FREQUENCY	PERCENTAGE
Barangay Tanod	27	18%
Barangay officials	24	16%
Youth	40	27%
Parents/ Women	41	28%
Cooperatives/Association	17	11%
	149	100%

### Research Instruments

The research study employed two primary methods of data gathering: a survey questionnaire and an interview. The survey questionnaire sought to gather information about the respondents' demographic profile, including their gender, age, educational background, employment status, monthly income, participation in training and seminars, and affiliations with various groups and associations.

On the other hand, the interview aimed to assess the program's effectiveness in professionalizing Tanods, improving disaster preparedness, promoting environmental awareness, providing livelihood training opportunities, and addressing issues encountered by the program's beneficiaries. The interview responses were collected in two languages, Bicol and Tagalog, and later translated into English by the researcher. The questions asked during the interview that were based on the Kirkpatrick model's levels of effectiveness, which include level 1 (reaction), level 2 (learning), level 3 (behavior), and level 4 (results). This model helps to evaluate the effectiveness of training programs by assessing the participants' reaction, what they learned, how they behaved as a result, and what results they achieved.



Overall, the study utilized a comprehensive approach to gather data, ensuring that a wide range of information was collected from the participants and that the program's effectiveness was evaluated from various perspectives.

### Method of Data Analysis

The study employed a comprehensive research design incorporating multiple methods to provide a detailed program evaluation. The quantitative method was utilized to gather and analyze numerical data, which provided a complete description of the demographic profile of the beneficiaries. On the other hand, the qualitative method was used to collect information on the program's effectiveness and identify the problems that the beneficiaries encountered while participating in the program. This method provided a deeper understanding of the beneficiaries' experiences, perceptions, and attitudes toward the program, which helped identify improvement areas. Overall, the multi-method approach adopted in the study provided a robust and comprehensive evaluation of the program.

### Statistical treatment

The survey data was analyzed using frequency count and percentage techniques to determine the demographic profile of the respondents. The analysis revealed the respondents' gender, age, educational background, work status, monthly income, and participation in training or associations. This information provides valuable insights into the study population, which can guide future research and policy decisions.

## RESULT AND DISCUSSION

This section delves into the data collected from the survey respondents and provides a detailed analysis of the findings. The presentation is divided into three main parts, each focusing on a specific aspect of the program. Firstly, the demographic profile of the beneficiaries, including their age, gender, educational attainment, work, monthly income, training/seminar attendance, and group/association membership. It provides insights into the characteristics of the program's target audience. Secondly, evaluate the program's effectiveness in terms of its impact on the professionalization of Tanod, disaster preparedness, environmental protection and conservation, and livelihood. It helped us gauge the program's success in achieving its goals. Finally, it identifies the problems encountered by the program as perceived by the beneficiaries, providing valuable feedback for program improvement. To gather the data, the researchers used a researcher-made survey questionnaire and conducted interviews to answer specific questions of this study. The raw data was then carefully analyzed, discussed, and presented in tabular and textual forms to comprehensively understand the findings.

### DEMOGRAPHIC PROFILE OF THE BENEFICIARIES ALONG GENDER, AGE, EDUCATIONAL ATTAINMENT, WORK, MONTHLY INCOME, TRAINING/SEMINAR ATTENDED, GROUP/ASSOCIATION.

The Table 2 revealed that rank 1 were the 82 females with the average of 55 percent and rank 2 were the 67 males with the average of 45 percent for the total of 149 respondents or 100 percent of the Demographic profile of beneficiaries along gender.

Table 2. Demographic Profile of the Beneficiaries along Gender

Gender	Beneficiaries						
	Tanod	Brgy Official & Tanod	Youth	Parents	Total	Percent (%)	Rank
Male	22	18	20	7	67	45	2
Female	5	6	20	51	82	55	1
LGBTQ	0	0	0	0	0	0	3
Total	27	24	40	58	149	100	

This was implied that in general, most of the participants of the program was female. Most of women have no work to consider during the training or activities which was conducted.

In contrast according to the E.G. Bailey 2022, males were more likely to participate than their female peers, but these gender gaps varied from class to class. Females participated more in classes in which the instructor called on most hands that were raised or in classes with more females in attendance. According to Asuako 2022, matters on women participation in decision making, indeed, women's participation in decision making in general has benefits not only to women but to the general society as a whole. Now is the time to encourage more women in decision making as they prioritize policies that improve lives for everyone including quality education, health, housing and social justice.

Table 3. Demographic Profile of the Beneficiaries along Age

Age	Beneficiaries						
	Tanod	Brgy Official & Tanod	Youth	Parents	Total	Percent (%)	Rank
17-26	2	0	37	11	50	33.56	1
27-36	6	2	1	9	18	12.08	4
37-46	11	6	1	14	32	21.48	2
47-56	5	11	1	12	29	19.46	3
57-66	3	3	0	10	16	10.74	5
67-76	0	2	0	2	4	2.68	6
Total	27	24	40	58	149	100	

This table 3 presented the demographic profile of the beneficiaries along age. It showed that out of 149 beneficiaries 50 (33.56%) who are in between 17-26 years old. 32 (21.48%) who are in between 37-46 years old. 29 (19.46%) who are in between 47-56 years old. 18 (12.08%) who are in between 27-36-year-old. 16 (10.74%) who are in between 57-66 years old and 4 (2.68%) who are in between 67-76 years old.

It was inferred that many of the beneficiaries is youth and parents. Also, the lowest in participation was in the old age.

Based on Universal Declaration of Human Rights, through active participation young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action. To participate effectively, young people must be given the proper tools, such as information, education about and access to their civil rights.

According to Manijeh 2022, since the beginning of the new millennium, aging has become a major socio-demographic issue. According to 2015 World Health Organization estimation, the population over the age of 60 will reach 12% to 22% between 2015 and 2050. The population pyramid in Iran also shows that at present a high percentage of the population is in the age group of 15-64 years which will lead to a large population of elderly people during the subsequent decades. Population aging is perceived as a major challenge for the countries that are seeking safety and welfare for their ever-increasing elderly population. Social participation is viewed as one of the important and effective factors influencing the elder's welfare and health as well as an important issue of the elderly people's rights.

In table 4 it was presented the demographic profile of the beneficiaries along educational attainment. It showed that out of 149 beneficiaries 54 (36.24%) was on a high school level/graduate. 47 (31.54%) was on the college level. 34 (22.82%) was on the elementary level/graduate. 6 (4.03%) was on no grade level completed. 5 (3.36%) was on the college graduate and 3 (2.01%) was on the vocational graduate.

Table 4. Demographic Profile of the Beneficiaries along Educational Attainment

Educational Attainment	Beneficiaries						
	Tanod	Brgy Official & Tanod	Youth	Parents	Total	Percent (%)	Rank
No Grade Level Completed	1	2	0	3	6	4.03	4
Elementary Level/ Graduate	8	6	0	20	34	22.82	3
High School Level/Graduate	12	14	0	28	54	36.24	1
College Level	4	2	39	2	47	31.54	2
College Graduate	0	0	1	4	5	3.36	5
Vocational Graduate	2	0	0	1	3	2.01	6
Total	27	24	40	58	149	100	

This implies that the most beneficiaries were in the level of able to think critically and solve complex problems. They are able to participate in any discussion during the training/seminar.

It was supported by Cashell 2012, the importance or benefits of participating the training by getting the learner participating in the training session, whether through questioning techniques or some sort of exercise or activity, the potential for the learning of the whole group is maximized, therefore making your training sessions much more effective and productive. The training will be more fun and stimulating for the learner, but also for you as a trainer. Learning is often increased the more an individual is involved and allowed to participate in the learning process. This is because the learner is given more time on a particular subject area, and is encouraged to think and make sense of the information given. They will then be able to relate the learning to their own experiences and assimilate the information at their own pace, level and style. Getting learners more involved increases interest and motivation, and can make the learning much more enjoyable for everyone involved.

Table 5. Demographic Profile of the Beneficiaries along Work/Occupation

Work/Occupation	Beneficiaries (N=149)						
	On - Call	Self-employed	Government	Private	Total	Percent (%)	Rank
Auto-Mechanic	0	1	1	0	2	1.34	12.5
Baker	0	1	0	0	1	0.67	17.5
Barber/Hairdresser	1	0	0	0	1	0.67	17.5
Carpenter	1	0	1	0	2	1.34	12.5
Mason	1	0	0	0	1	0.67	17.5
Foreman	2	0	0	0	2	1.34	12.5
Driver	1	0	0	1	2	1.34	12.5
Laborer	8	1	0	9	18	12.08	3
Farmer	7	14	0	4	25	16.78	2
Fisherman	0	5	0	1	6	4.03	6
Tailor/Dressmaker	2	0	0	0	2	1.34	12.5
Utility Worker	1	0	1	0	2	1.34	12.5
Housekeeper	3	3	0	2	8	5.37	5
Farm Machinery Operator	1	2	0	0	3	2.01	8.5
farm machinery operator	1	2	0	0	3	2.01	8.5
Brgy. Official	0	0	4	0	4	2.68	7
Brgy. Tanod	7	9	22	13	51	34.23	1
BHW	0	0	1	0	1	0.67	17.5
Others	6	4	0	5	15	10.07	4



Total	42	42	30	35	149	100.00	
Percentage	28.19	28.19	20.13	23.49			
Rank	1.5	1.5	4	3			

This table presented the demographic profile of the beneficiaries along work/occupation. It revealed that the three (3) highest was Barangay Tanod (34.23%), Farmer (16.78%) and Laborer (12.08). The lowest or infrequent job was Baker (0.67%), Barber/Hairdresser (0.67%), Mason (0.67%), and Health workers (0.67%).

It was implied that the beneficiaries were do not have their regular work or occupation because of that they chose not to attend training or seminars. Also, they consider that being a Tanod is a job that could be an economic resource.

Based on the article submitted by Aline Peres, it supports the importance of a social protection system to build resilience among Filipino people on the sustainable livelihood program which is a capability-building programme for poor, vulnerable, and marginalized families and individuals focused on generating employment among poor households and moving highly vulnerable households into sustainable livelihoods and economic stability. By creating synergies between transfers and productive inclusion interventions, the long-term goal of this is to achieve sociolect-economic well-being of participants through their engagement in self- and wage employment.

The livelihood activities conducted by the program was supported by Munongo et al. 2013, that majority of Zimbabweans, agriculture is a strong option for spurring growth, overcoming poverty, and enhancing food security. Escaping poverty traps in many developing countries like Zimbabwe depends on the growth and development of the agricultural sector based on World Bank Report 2008. Improving the productivity, profitability and sustainability of smallholder farming is therefore the main pathway out of poverty in using agriculture for development. Agricultural growth and development is not possible without yield-enhancing technological options because mere increasing the number of individuals on the area under cultivation through land reform to meet the increasing food needs of growing populations is not sufficient.

Also based on the study of Munongo, agricultural technologies can help reduce poverty and improve household welfare through direct and indirect effects. The direct effects of technology on poverty reduction include productivity gains and lower per unit costs of production, which can raise incomes of producers that adopt technology. There are also a number of indirect benefits from technology adoption: depending on the elasticity of demand, outward shifts in supply can lower food prices; and increased productivity may stimulate the demand for labour. The question for Masvingo province remains, however, that, has technological adoption improved the households' welfare or it has been inadequately utilized and wrongly applied to an extent that no gain in welfare has been recorded. Therefore, there has been a longstanding interest in evaluating the impact of improved technologies on food security, poverty and welfare of rural communities of Masvingo.

Table 6. Demographic Profile of the Beneficiaries along Monthly Income

Monthly income	Beneficiaries					
	Tanod	Brgy Official & Tanod	Parents	Total	Percent (%)	Rank
Php 21,000 and above	0	0	0	0	0	4.5
Php 16,000 -20,000	0	0	0	0	0	4.5
Php 11,000 -15,000	5	1	2	8	7.34	3
Php 6,000 -10,000	14	12	30	56	51.38	1
Php 5,000 and below	8	11	26	45	41.28	2
Total	27	24	58	109		

This table 6 presented the demographic profile of the beneficiaries along monthly income. It revealed that out of 149 beneficiaries there was 109 that has monthly income. The top indicator was 6,000-10,000 monthly incomes with 56 (51.38%).

It was inferred that no one of the beneficiaries has its monthly income of 16,000 and above. Also, almost of the beneficiaries has its monthly income that cannot fully support to their family needs and it fall to poverty.

According to Ferguson et.al 2007, Poverty remains a stubborn fact of life even in rich countries like Canada. In particular, the poverty of our children has been a continuing concern. In 1989, the Canadian House of Commons voted unanimously to eliminate poverty among Canadian children by 2000. However, the reality is that, in 2003, one of every six children still lived in poverty. Not only have we been unsuccessful at eradicating child poverty, but over the past decade, the inequity of family incomes in Canada has grown, and for some families, the depth of poverty has increased as well. Canadian research confirms poverty's negative influence on student behaviour, achievement and retention in school. Persistent socioeconomic disadvantage has a negative impact on the life outcomes of many Canadian children. Research from the Ontario Child Health Study in the mid-1980s reported noteworthy associations between low income and psychiatric disorders, social and academic functioning, and chronic physical health problems.

Table 7. Demographic Profile of the Beneficiaries along Training/Seminar Attended

Training/Seminar	Frequency (N=149)	Percent (%)	Rank
Disaster Risk Training	17	11.41	1
Emergency Medical Responder Course	2	1.34	4
DOH (COVID seminar)	1	0.67	6.5
Kalahi Seminar	1	0.67	6.5
Mushroom Cultivation	4	2.68	2.5
Public Safety Officer Training	1	0.67	6.5
Rice Research Institute	1	0.67	6.5
Self-Defense and Rescue Training	1	0.67	6.5
SPEAR	4	2.68	2.5

This table 7 presented the demographic profile of the beneficiaries along Training/Seminar attended. It was revealed that 17 of beneficiaries attended in Disaster Risk Training with 11. 41% and the other beneficiaries was attended in the other training/seminar.

It was implied that Disaster Risk Training was the most interested activity training conducted in the municipality. The participants of this training were the Barangay officials, Barangay Tanod, youth and volunteer organization. The training conducted by the campus was a 3 days activity, this is to help them capacitate themselves in disaster preparedness.

In the study of Fatmah 2022, it defined the meaning and importance of preparing disaster which is critical to understand the its concepts. Disaster preparedness refers to the activities performed before disasters so as to develop operational capacity and facilitate effective responses when a disaster strikes. On the other hand, disaster management comprises efforts or activities carried out in the context of disaster prevention, mitigation, preparedness, emergency response and recovery, which are performed before, during and after a disaster. Also according to the study of Fatmah, older people are a vulnerable group during disasters, in addition to adolescent girls, pregnant women, breast feeding women, children and people with disabilities. Older people are classified as vulnerable to natural hazards because of their reduced physical abilities and health status, reduced mobility, decreased sensory awareness and increased risk of morbidity before, during and after disaster situations. Specific protection measures need to be implemented during a disaster to enable the vulnerable

groups to survive disaster and post disaster situations. One of the specific efforts to reduce disaster risk is to increase preparedness and mitigation when dealing with disasters. Preparedness comprises organized, real and effective steps to anticipate disasters and is included in the pre disaster cycle.

Table 8. Demographic Profile of the Beneficiaries along Membership in a Cooperative/Association

Response	Beneficiaries						
	Tanod	Brgy Official & Tanod	Youth	Parents	Total	Percent (%)	Rank
Member	2	7	0	8	17	11.41	2
Not Member	25	17	40	50	132	88.59	1
Total	27	24	40	58	149	100	

This table presented the demographic profile of the beneficiaries along membership in a cooperative/association. It showed that out of 149 beneficiaries 132 (88.59%) was not a member and 17 (11.41%) was a member of cooperative/association.

It this study it was inferred that not all beneficiaries were a member of an association. According to Empire State Society of Association Executive (ESSAE), associations are **created to establish strength and unity in working toward common goals** in virtually every profession. They are nonprofit organizations formed to promote the economic, scientific or social wellbeing of their members.

#### Effectiveness Of The Program In Terms Of Professionalization Of Tanod, Disaster Preparedness, Environmental Awareness And Livelihood Training

The success of a program is measured by the degree to which its activities can produce the intended results. This refers to how the program can achieve its set objectives. Tables 9 to 12 provide a detailed account of the program's effectiveness in various aspects, such as professionalizing Tanods, preparing for disasters, safeguarding the environment, and promoting livelihood projects. These tables comprehensively overview how the program has brought about positive changes in these areas.

Table 9. Effectiveness of the program in terms of professionalization of Tanod

Professionalization of Tanod	
Sub themes	Indicators statement
Describe the training	<p>“The training empowered our barangay in terms of public safety management”</p> <p>“The training provides us the knowledge about duties and responsibilities as well limitations in performing functions after the training”</p> <p>“The training was useful in in performing our tasks”</p>
Learning from training	<p>“I learned basic disarming technique”</p> <p>“As a Tanod I learned basic investigation”</p> <p>“In assisting emergency situation”</p> <p>“As a Tanod/Parents/Father/Husband I know the rights of women’s and how to assist them”</p> <p>“I know how to reinforce peace and order”</p> <p>“Safety of the residents”</p> <p>“I know to assist the barangay officials in the prevention of crime and promotion of public safety”</p>
Confidence in performing job	<p>YES “Its good compare than no training”</p> <p>YES “I have a high confident since I have the training in performing our role as Tanod”</p> <p>YES “I know my strength and weakness well”</p> <p>YES “I am confident in performing my duty”</p>

Table 9 revealed that the training for the professionalization of tanods was helpful. The respondent's reaction was to describe the training completed: "The training empowered our barangay in terms of public safety management, the training provides us the knowledge about duties and responsibilities as well limitations in performing functions after the training, the training was useful in performing our tasks."

According to them, "I learned basic disarming technique, as a Tanod I learned basic investigation, in assisting emergency, as a Tanod/Parents/Father/Husband I know the rights of women's and how to assist them, I know how to reinforce peace and order, Safety of the residents, I know to assist the barangay officials in the prevention of crime and promotion of public safety" were the learning level that help them to perform at higher level in their role.

Based on the respondents, "YES, it is good compared than no training, YES I have a high confidence since I have the training in performing our role as Tanod, YES I know my strength and weakness well, YES I am confident in performing my duty" were their confidence in performing their job since the training is their behavior based on the Kirkpatrick model of approaches.

It was implied that the professionalization of Tanod has proven to be highly beneficial to their knowledge and function. The Tanod Brigades are a vital component of barangays, playing an exceptional role in maintaining peace and order in their communities. They are responsible for a wide variety of functions related to public safety, including identifying potential risks and threats, preparing for emergencies, and responding to any public disorder, artificial calamity, or natural disaster that threatens peace and order and public safety. In addition to these responsibilities, Tanods are front liners ensuring the community is safe and secure. They are trained to handle potential conflicts and disputes and are often called upon to intervene in situations that require their expertise. They are also responsible for enforcing barangay ordinances and regulations, such as curfew hours and traffic rules, to ensure the community is safe and orderly. Overall, the professionalization of Tanod has dramatically improved their ability to perform their duties and has provided them with the skills and knowledge necessary to maintain peace and order in their communities. It has made them an invaluable asset to the barangay and has helped ensure its residents' safety and security.

De Asis, et al. (2020) determine the effectiveness of the Barangay Tanods on the Maintenance of Peace & Order in the Municipality of Bayambang. The researcher further believes that the respondents are very effective at carrying out their duties and obligations based on the data they collected and examined. The respondents further claimed that they are very effective in their capacity as first responders. They also asserted that their patrolling and hazard recognition tasks are quite effective.

Table 10. Effectiveness of the Program in Terms of Disaster Preparedness

Disaster Preparedness	
Sub themes	Indicators statement
Describe the training	<p>"The training content meet my expectation.</p> <p>"The training provides us the knowledge about duties and responsibilities as well limitations in performing functions after the trainings."</p> <p>The training improved our knowledge about disaster preparedness and response"</p>
Learning from training	<p>I learned how to respond when there is an emergency.</p> <p>"I learned basic life support, basic first aid and bandaging technique, splinting technique, victim packaging &amp; transportation technique"</p> <p>"I learned what to prepare when there is a disaster"</p>
Confidence in performing job	<p>"Yes, I am confident performing my role since training."</p> <p>"Yes, by encouraging the family to have preparedness plans that cover emergency contact information.</p> <p>"Yes, if there is an emergency, I use my training."</p> <p>"No one can tell us that we don't know what we are doing."</p> <p>"Yes, knowing it will help us perform well."</p>

Findings revealed in Table 10 the effectiveness of the program in terms of disaster preparedness; they describe the training completed, "The training content meets my expectation; the training provides us the knowledge about duties and responsibilities as well limitations in performing functions after the training's; The training improved our knowledge about disaster preparedness and response."

According to them, "I learned how to respond when there is an emergency; I learned basic life support, basic first aid and bandaging technique, splinting technique, victim packaging & transportation technique; I learned what to prepare when there is a disaster" were the learning that helps them to perform at a higher level in their role.

Based on the respondents, "Yes, I am confident performing my role since training; yes, by encouraging the family to have preparedness plans that cover emergency contact information; yes, if there is an emergency, I use my training; no one can tell us that we don't know what we are doing, Yes, knowing it will help us perform well," were their confidence in performing their job since the training.

It was inferred that the respondents positively rated the program's effectiveness in disaster preparedness. They found the training helpful in improving their knowledge and skills in emergency response, essential life support, first aid, and victim transportation. The respondents also expressed confidence in performing their jobs and preparing their families for emergencies.

It was supported by the study of Annudin 2013, that first aid training increased the knowledge and skills of the barangay Tanod immediately after the training although they decayed one month after and three months after training. Regular retraining was therefore recommended to prevent decay. Nonetheless, their knowledge and skills before the training and 3 months after the training still shows a significant improvement. Overall, the first aid training was effective in increasing the knowledge and skills of the barangay Tanod in the initial management of trauma.

In table 11 effectiveness of the program in terms of environmental awareness; they describe the training completed as "The activity helps government officials and other decision-makers in finding ways to protect the wetland environment; the activity content meets our expectation; the activity highlights the importance and significance of conservation & protection; The activity highlights the importance of sustainable management of Philippine coastal and marine resources."

The respondents answered their learning from the activity, "My concern about the environment was used by leading the community; I learned how to protect resources; I learned how to reduce plastics and water waste; I learned promoting recycling to reduce landfill waste; I learned about the need to preserve the environment and natural resources."

Table 11. Effectiveness of the Program in Terms of Environmental Protection and Conservation

Environmental Awareness	
Sub themes	Indicators statement
Describe the training	<p>"The activity help government officials and other decision makers in finding ways to protect the wetland environment."</p> <p>"The activity content meet our expectation."</p> <p>"The Activity highlight the importance and significance of conservation &amp; protection. "</p> <p>"The Activity highlight the importance of sustainable management of Philippine coastal and marine resources."</p>
Learning from training	<p>"My concern about the environment was used by leading the community"</p> <p>"I learned how to protect resources."</p> <p>"I learned how to reduce plastics and water waste."</p> <p>"I learned promoting recycling to reduce landfill waste."</p> <p>"I learned about the need to preserve the environment and natural resources."</p>



Confidence in performing job	<p>“Yes, since I know the importance of preservation of environment and natural resources.”</p> <p>“Yes, by informing them the importance of environmental awareness the community have their efforts to nature.”</p> <p>“Yes, because I am sure that the community realized the importance and significance of conservation and protection of coastal and marine resources in the San Miguel Bay area, it is not difficult to us to tell them since there is an activity that remind them.”</p>
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According to them, their confidence in performing their jobs since the training conducted was, “Yes, since I know the importance of preservation of environment and natural resources; yes, by informing them the importance of environmental awareness the community have their nature efforts; yes, because I am sure that the community realized the importance and significance of conservation and protection of coastal and marine resources in the San Miguel Bay area, it is not difficult to us to tell them since there is an activity that remind them.

It implied that positive feedback was received on an environmental awareness program that effectively enhanced understanding of how to protect the wetland environment. The respondents reported learning a range of skills and knowledge related to environmental protection, including reducing waste and promoting recycling. Since the training, they also feel more confident performing their jobs, and the community has become more active in nature conservation and protection efforts. The feedback indicates that the training was highly effective in promoting environmental awareness and empowering individuals to take action for a healthier planet.

According to environment canterburry regional council, the importance of wetlands it forms a critical connection between our land and water, support an incredible array of plants and animals, and have important benefits such as improving water quality and protecting against floods. They also store large amounts of carbon and therefore are an essential ecosystem for reducing the impacts of climate change.

It Revealed in Table 12, the effectiveness of the program in terms of livelihood- stingless beekeeping production, mushroom, and fish/food processing describe the training completed as “The training activity content meets my expectation; the training activity acquire knowledge, skills and technical expertise; the training activity help provide new livelihood opportunities and entrepreneurial skills through stingless bee, mushroom production, and fish/sea processing.”

Respondents who answered the positive impact of livelihood training on their lives were, “It helps us to motivate life, livelihood can help us every day through additional income, it inspires us, it helps us how to earn profit.”

It was concluded that the livelihood training program proved to be a valuable experience for the participants, as it offered them new skills and knowledge and new growth opportunities. The participants benefited from the program through additional income, motivation, and the ability to earn a profit.

Table 12. Effectiveness of the Program in Terms of Livelihood- Stingless Bee Keeping Production, Mushroom and Fish/Food Processing

Livelihood Training	
Sub themes	Indicators statement
Describe the training	<p>“The training activity content meet my expectation.”</p> <p>“The training activity acquire knowledge, skills and technical expertise.”</p> <p>“The training activity help provide new livelihood opportunities and entrepreneurial skills through stingless bee, mushroom production and fish/sea processing.”</p>
Positive Impact	<p>“It’s help us to motivate life.”</p> <p>“Livelihood can help us every day through additional income.”</p>

	<p>“It inspires us.”</p> <p>“It’s helps us how to earn profit.”</p>
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Based on Child-Hope Philippines (2021), livelihood programs seek to improve the state of life of the low-income sector. The aim is to enhance community capacity to address the issues of poverty. It may be in the form of making laws and plans or giving skills training to help the people become more productive members of society.

### Problems Encountered By The Program

Table 13 shows the problems encountered by the program as perceived by the beneficiaries of the professionalization of Tanod, disaster preparedness, environmental awareness, and livelihood training.

Findings revealed that in the table 13 problems encountered by the program were, “Time Management, I don’t have time to participate because I have work to prioritize, Financial problem, I don’t have fare during the training, Lack of support from the Barangay, no equipment to use if there is an emergency or disaster, Lack of support from the Local Government Unit (LGU), They did not give as allowance or other benefits to interchangeably the day we can work to attend the training, Lack of personnel to facilitate the conduct of training, they cannot focus since the participants are so many.”

Table 13. Problems Encountered by the Program as perceived by the beneficiaries

Sub theme	Indicators statement
Problems Encountered	<p>“Time Management, I don’t have time to participate because I have work to prioritize.”</p> <p>“Financial problem, I don’t have fare during the training.”</p> <p>“Lack of support from the Barangay, no equipment to use if there is an emergency or disaster.”</p> <p>“Lack of support from the Local Government Unit (LGU). They did not give as allowance or other benefits to interchangeably the day we can work to attend the training.”</p> <p>“Lack of personnel to facilitate the conduct of training, they cannot focus since the participants are so many.”</p>

It was inferred that the study found that the program faced several issues, including problems with time management, as participants needed help to balance work and training. Some participants also experienced financial difficulties, as they needed help to afford transportation to attend the training. Additionally, there needed to be more support from the Barangay and Local Government Unit (LGU), resulting in a shortage of equipment and resources for emergencies. Furthermore, the lack of personnel made it difficult to facilitate the training, and participants found it challenging to focus due to the large number of attendees.

It was supported by Vykopalová (2014) life of people without work is a complex problem of each individual as well as the whole society. The way of satisfying the basic existential and social needs and of setting the standard of living corresponds again with behavior and depends on the economic level of that individual or the society. Increased crime rates and violence signal absence or inefficient function of economic instruments and low living standards. Long-term unemployment, instability within family, long-term material poverty, social exclusion associated with existential crisis are all factors that predict homelessness, which is another complex and long-term problem of every society. Work is a factor that significantly influences behavior of each individual, and society as a whole. Work is an essential socialization factor including elements of self-fulfillment and social interaction and is a means of obtaining social status, usually associated with some external and internal reward.

According to Oppong (2014) time is the most crucial resource to be considered in the performance of any activity. Time determines the imperatives of any other resources in accomplishing organizational set out objectives and goals. It is an essential resource every manager needs to achieve the goals and objectives of an

organization. Time is the interval between the beginning and the end of an operation. It is so delicate that it cannot be saved but can only be spent and once misused it can never be regained. According to Indeed (2022), time management is an important component of your overall productivity in the workplace. Investing in time-management training can help you learn the fundamental aspects of successfully managing your time and boost your ability to get more done each day. Understanding how to develop this skill and what training you can complete can help you reduce stress, increase output and improve your ability to function effectively.

Based on Lazaro (2021) a livelihood is made up of the skills, assets (stores, money, claims, and access), and activities that are needed to make a living: A sustainable lifestyle is one that can cope with and recover from stress and shocks, preserve or improve skills and properties, and provide long-term livelihood opportunities for future generations. It contributes net benefits to other livelihoods at the local and global levels and in the long and short term. Livelihood is one of the most indispensable aspects of development of society. It does not serve as an asset to the economy of the nation but also an effective avenue for the members of society to learn new skills and discover new ways to make life better, effective, and efficient. In the present time, there is still a necessity to continuously progress and innovate the means of livelihood education in rural and urban communities. The country's education system is expected to be one of the pillars that should mold the society and effectively equip the young generations with proper skills and knowledge for both personal and professional growth. According to Castro (2017), education shapes societies. It is extremely important in people's lives. Through education, people become deliberately aware of the trends in a vibrantly changing environment and adapt appropriately with such changes. Without it, people will be unable to form a complete, structural, and dynamic society.

## CONCLUSION

The following were concluded in this study:

1. Most participants were female, 17-26 years old, high school level/graduate, on-call/self-employed, with a monthly income of 6,000-10,000, with training on disaster risk, and not a member of any cooperative/association.
2. In the professionalization of Tanod, the training empowered the barangay and provided knowledge to the trainees, and the result was valid.
3. In disaster risk training, its content meets trainees' expectations, providing knowledge and results that improve their learning.
4. In environmental awareness activity, the result was very helpful to the government and the enactment of the participants' expectations.
5. Participants' reaction to the activity was briefly described in livelihood training. The results met the expectations of the participants.
6. All of the training conducted by the program, financial problems, lack of time, time management, support from the Local Government Unit, and support from the barangay were the problems encountered by the participants.

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