

# Community Needs Assessment In Sitio Sapa, Barangay San Rafael, Rodriguez, Rizal: Basis Of Social Welfare Extension Program Of The University Of Rizal System Rodriguez, Rizal

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**Abstract:** The incorporation of community services about the need for a sustainable livelihood program was evaluated in this report. The four hundred (400) residents were taken as respondents, using full household enumeration. Most of the respondents in Rodriguez Rizal are purely uplifted and hailed, living a simple modern way of life brought about by industrialization in the region. However, considering the number of years they live in the area, they still have limited earnings due to limited educational qualifications. Most of the family's meager income is spent on their food. Therefore, poverty is always felt among them, so the need for a sustainable livelihood program that is important, productive, and beneficial is required to achieve a fulfilling and meaningful existence. The government provides limited economic and social infrastructure. The results demonstrate that there is a need for a program to enhance their living conditions. It is recommended that in partnership with the local government unit and the school, steps should be taken to improve the community's livelihood by expanding appropriate research-based community services. The following advice was proposed in response to the analysis carried out and from the data collected. A partnership between the Barangay Unit and the Local Government Unit is primarily via the Municipal Office for Social Welfare and Development and the Social Work and Community Development College. A Sitio Sapa Community mobilization operations such as capacity building enable them to be self-confident through the social security program. Through social growth, an extension program links the needs and resources of the Community to the residents of Sitio Sapa as part of the dual objective of the Conditional Cash Transfer being implemented in the region. Through investment in human resources (i.e., education, health, and nutrition), social development breaks the cycle of poverty. To address the capacities of the citizens in the region, a social welfare program will be planned.

**Keywords:** Community assessment, community development, social welfare.

## I. Introduction

Typically, communities are defined by a geographical area, but they can also be based on shared interests or characteristics, such as religion, race, age, or occupation. People come from different backgrounds within a society and have particular cultures, traditions, and values. It is critical to use this wide range of ideas and wisdom to evaluate community needs and strategize improvement areas. It would be best to have a clear understanding of the various cultural groups within a community and how best to work with them to solve the community's problems before conducting a community needs assessment.

Currently, communities face the threat of surviving without risking people's potential to meet their needs in the future. They face challenges and struggle to take hold of their sustainable projects and developments.

The ability or capacity of communities to maintain or even sustain themselves is challenged ([www.landlearnsw.org.au/](http://www.landlearnsw.org.au/)). The sustainability of society is significantly influenced by the development and preservation of economic and environmental health, social justice promotion, and broad-based citizen engagement in planning and implementation. Moreover, it is generally likely that societies involving people and organizations to establish sustainability values and a common vision for the future and apply an integrative approach to environmental, economic, and social objectives will be more effective. (<http://www.sustainable.org/approximately>). For several reasons, conducting an evaluation, especially in a community, is imperative. The first is that the community's survival is decided. Second, residents and local officials are alerted to the effect of a proposed development on the community's social and economic well-being; third, it is about avoiding the creation of

inequalities among community groups. The positive impacts associated with the proposed development are, therefore, encouraged by evaluation. Educational institutions have a corporate obligation to expand services to needy communities to contribute to economic growth. In particular, higher education institutions advocate the trilogy's functions, namely: instruction, research, and extension. As a result, the Higher Education Commission has attached importance to integrating research and community services, which may also impact education. As an environment for quality assessment, higher educational institutions were then required to provide community services. A study on the evaluation of needs in needy communities is considered crucial. Radhakrishna et al. (2014) argued that a common language for planning, discussion, implementation, and demonstration of a program's performance and accountability is integrating research, extension, and education. He quoted Decker (2004) as saying that the traditional Extension-Research model was simple and worked somewhat well because the functions of the faculty of extension and research were rigid and clearly defined.

For a variety of reasons, performing an evaluation, particularly in a group, is imperative. The first is that the community's survival is decided. Second, residents and local authorities are alerted to the effect of a proposed development on the community's social and economic well-being; third, it is about preventing the creation of inequality among community groups. The positive impacts associated with the proposed development are also encouraged by evaluation. (<http://www.lic.wisc.edu/shapingdane/facilitation/allresources/impacts/socioanalysis.htm>). An assessment of the community's livelihood requirements is a specific economic need that requires attention. Educational institutions have a corporate obligation to expand services to needy communities to contribute to economic growth. In particular, higher education institutions advocate the trilogy's functions, namely: instruction, research, and extension. As a result, the Higher Education Commission has attached importance to integrating research and community services, which may also impact education. As an environment for quality assessment, higher educational institutions were then required to provide community services. A study on the evaluation of needs in needy communities is considered crucial. Radhakrishna et al. (2014) argued

that a popular language for preparation, dialogue, execution, and demonstration of a program's success and transparency is to combine research, extension, and education. He quoted Decker (2004) as saying that the traditional Extension-Research model was easy and worked somewhat well because the faculty of extension and research were rigid and clearly defined.

In meeting the needs of its user groups, Social Work as a discipline has three approaches. Casework, group work, and community organizing are these methods. As a social work method, Community Organization has three models: community development (Miclat 1993), which differentiates itself from other community organizing work.

## 1.1 Objectives

The study assessed the needs of residents in Sitio Sapa, Barangay San Rafael, Rodriguez, Rizal. Specifically,

1. To determine the profile of the respondents in terms of:
  - 1.1 Personal Profile:
    - 1.1.1 Sex;
    - 1.1.2 Age;
    - 1.1.3 Year of residency
    - 1.1.4 Status of Residency
    - 1.1.5 Civil Status;
    - 1.1.6 Religion;
    - 1.1.7 Role in the family;
    - 1.1.8 Educational attainment
  - 1.2 Socio-economic profile of the respondents in terms of:
    - 1.1.1 Number of members of the family
    - 1.1.2 Numbers of earners in the family
    - 1.1.3 Current work;
    - 1.1.4 Monthly family income;
    - 1.1.5 Monthly expenses;
    - 1.1.6 Organizational membership and
    - 1.1.7 Political involvement
2. Identify the livelihood needs of the respondents;
3. To utilize the result as the basis of the Community development extension Program of the College of Social Work and Community Development of the University of Rizal System Rodriguez, Rizal.

## 1.2 Literature Review

Needs Assessment is the formal collection, collection, and listing of requirements, prioritizing, and selecting the importance of each follow-up action need (Kaufman & English, 1979, p. 343-344). Assessment of needs is often used interchangeably with analysis of needs. Although Needs Analysis breaks down the needs identified to identify root causes and determines the potential approaches and means to close the results gaps but does not pick them. The needs review follows the measurement of needs. Analysis of needs is sometimes used interchangeably with an evaluation of needs (Heibert & Smallwood, 1987, p.318).

There are three components of a community evaluation based on Finifter and colleague's (2005) model for performing community evaluations: Community evaluation Transmission of community evaluation outcomes Implementation of strategies to enhance community services There is no single agreed-on way to achieve a community evaluation, but there are three distinct phases (Butterfoss, 2007).

The following information is usually collected in a community evaluation (Work Group for Community Health and Development, 2013; Butterfoss, 2007; Gandelman, DeSantis & Reitmeijer, 2006): Collecting data for a community description Collecting data on and assessing community issues and vulnerabilities Identifying and reviewing community needs Identifying community assets and resources.

We are gathering knowledge in particular areas of concern. The methodology for the assessment should be based on the nature and scope of the information needed to assess the current situation, the size and characteristics of the priority population, the relationship with priority populations, and the level of data security resources available (Butterfoss, 2007; Working Group on Community Health and Development, 2013).

"There are also a few items that need to be taken into account when deciding on methodology: instead of the traditional "problem-focused" or "needs-based" approaches, use asset-oriented evaluation strategies (Sharpe et al., 2000). Use representative participatory approaches to develop community ownership and develop sustainable sample plans from a broad range of people that reflect the purpose. This should include those experiencing needs that should be addressed by service providers or government officials or influential individuals or individuals whose jobs or lives could be affected by the eventual actions taken as a result of the evaluation of community activists or businesses (especially those employing individuals from concerned populations) using both qualitative and quantitative methodology. Use the aggregation of primary and secondary data, using a mixture of techniques and sources.

Finifter and colleagues (2005) propose that best practices for identifying community needs are: Use observational research evidence to define community needs and possible solutions. Collect data from different communities Take an action-oriented approach where a needs evaluation accompanies the distribution of results, and implementation of proposed proposals Involve informed and central community members as part of a collaborative research team Popular approaches used include Using existing data (Community Health and Growth Working Group, 2013) Surveys (Butterf)

The research aims to determine the needs of the residents of Sitio Sapa, Brgy. Rizal, San Rafael Rodriguez.

This study will serve as the basis for the College of Social Work and Community Development's extension program, especially the Social Work Programme. The College's primary thrust is the advancement of the powerless in society by many approaches from the Social Work Community.

## 1.3 Conceptual Framework

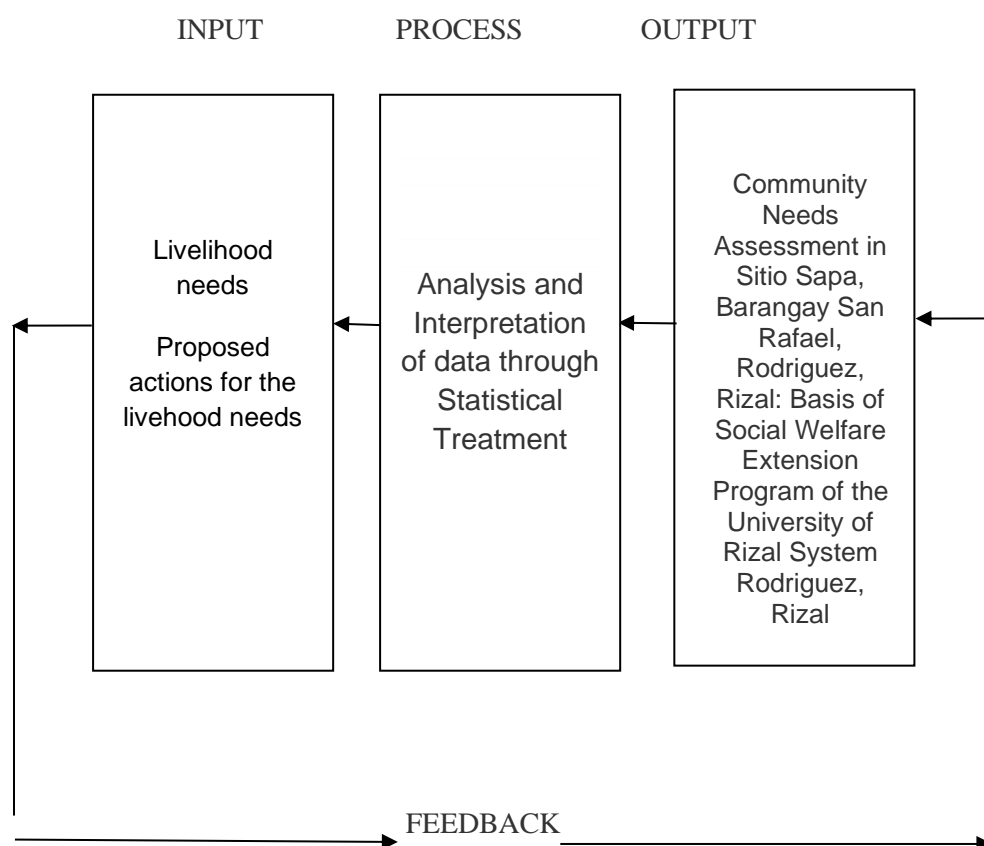


Figure 1. The Conceptual Model

## 2. Methodology

To assess the needs of the residents of Sitio Sapa of Barangay San Rafael, the researchers used descriptive survey methods. The identification, documenting, analysis, and interpretation of nature's present phenomena, composition, or method requires descriptive research. The emphasis is on the prevailing circumstances and how individuals, groups, or things in the present behave or function. The methods of the survey were used. This approach is considered acceptable since the outcome is described and interpreted. Descriptive statistics include the processes used in obtaining and explaining a data set to generate useful information. (Ronald E., Walpole, 2002)

This study's critical statistical analysis was multiple regression to classify faculty stress' significant predictors given the ten variables of interest. Multiple regression analysis was also used to assess whether the FSI subscales were significant predictors of work satisfaction. Other statistical tests were used to address the questions of interest and complement the analysis

results, such as Pearson correlation analyses and independent t-test measures (for example, whether there was a substantial difference between male and female faculty members in faculty stress).

Multiple regression was the key statistical analysis for this study. To evaluate the relevant predictors, multiple regression analysis was used. Other statistical analyses have also been used, such as Pearson correlation analyses and t-tests for independent steps.

A correlational research design was used for this analysis (with the survey method as the tool to determine the degree of interaction between factors. To identify essential predictors of stress from the faculty, the independent variables/predictors of the research included the two kinds of religious coping and the

Demographic and education-related variables were told, while faculty stress was the dependent variable.

## 3. Results and Discussion

Coefficient					
	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
<b>1 Constant</b>					
<b>Sex of repondents</b>	34.89	17.78	0.052	1.962	0.545
<b>Age</b>	23.18	15.27	0.075	1.518	0.443
<b>Year of residency</b>	56.008	57.12	0.023	0.981	0.776
<b>Status of residency</b>	73.89	48.9	0.043	1.511	0.967
<b>Civil Status</b>	123.54	98.78	0.07	1.251	0.231
<b>Religion</b>	36.36	43.09	0.046	0.844	0.076
<b>Role in the family</b>	-143.98	51.7	-0.034	-2.785	0.654
<b>Educational attainment</b>	987.34	97.92	0.115	10.083	0.003
<b>Number of members of the family</b>	-42.97	34.9	-0.042	-1.231	0.432
<b>Number of earners in the family</b>	-1358.98	242.679	-0.242	-5.600	0.000
<b>Current work</b>	71.14	44.7	0.082	1.591	0.462
<b>Monthly family income</b>	650.548	40.952	0.596	15.886	0.000
<b>Monthly expenses</b>	33.017	15.636	0.124	2.112	0.035
<b>Organizational membership</b>	-23.13	45.7	-0.002	-0.506	0.234
<b>Political involvement</b>	55.001	60.99	0.021	0.902	0.543
<b>a. Dependent Variable: Livelihood Needs</b>					

**Ho: The beta coefficient is significantly equal to zero ( $\beta = 0$ )**

**H1: The beta coefficient is significantly not equal to zero ( $\beta \neq 0$ )**

As can be inferred from the table, all  $<.05$  are the p-value of the independent variables in terms of the sex of respondents, age, year of residence, residency status, civil status, faith, position in the family, number of family members, current employment, organizational membership and political participation, which indicates that there is no significant relationship between the dependent variables. However, a significant relationship is revealed by p values  $>.05$ . Examining the Betas, the most important indicator is the monthly family income, followed by family earners and monthly expenditures and educational achievement.

This research showed that low income for respondents could be attributed to minimal or no educational achievement. This only restricts an individual to a low-

paying job. Poverty and education are inextricably connected, according to the 2011 Child Fund International report, because people living in poverty may stop going to school so that they can work, leaving them without the skills of literacy and numeracy they need to pursue their careers. Years later, their kids, in turn, are in a similar position, with little revenue and little choice but to leave school and work.

Most of the respondents in this study are housewives left behind to take care of their homes and independent kids. Along with other single children, most of the husbands who work are professional professionals who have chosen to do rather than to further their education. These independent children have been forced to

contribute to the family's needs, and it is clear that poverty is a driving factor.

A worsening economic condition within a household and a widening gap in the distribution of income causes many to seek jobs and seek alternative livelihoods that will result in substantial changes in their living conditions that will allow them to live a life of dignity well-being.

#### 4. Summary and Conclusions

In Rodriguez Rizal, most of the participants are solely raised and hailed. They live a simple, modern way of life brought about in the region by industrialization. However, because of limited educational qualifications, they still have limited means of earning, despite the number of years they live in the city. The meager income of the family is mainly spent on their food. The government has minimal social and economic resources. Poverty is still felt between them, therefore. Therefore to achieve a fulfilling and meaningful life, the criteria for a sustainable livelihood program that is important, profitable, and beneficial are required.

Via extension services, the College of Social Work and Community Development can, in partnership with other colleges, use its programs or courses to optimize its human capital to carry out not only dole-out outreach activities. But an extension program will enable the group to preserve its socio-economic status through various capacity building programs and safety net interventions that could sustain or improve their livelihood assistance capabilities.

#### 5. Recommendation

The following suggestion was proposed in response to the study conducted and from the data obtained. A relationship between the Barangay Unit and the Local Government Unit is encouraged through the Municipal Social Welfare and Development Office and the Social Work and Community Development College. Sitio Sapa's Community Mobilization programs, such as capacity building through the social protection program, allow them to be self-reliant. As part of the Conditional Cash Transfer's dual objective, an extension program is being introduced in the region that will connect the needs and services of the Community to the residents of

Sitio Sapa through social development. Through investment in human resources, social development breaks the cycle of poverty (i.e., education, health, and nutrition). To address the capacities of the citizens in the region, a social welfare program will be planned.

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