

Impact assessment on the ruminant livestock deworming extension project of the college of agriculture: Promoting healthy ruminant livestock in Taloctoc, Tanudan, Kalinga

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ABSTRACT

The College of Agriculture undertook this study to evaluate the influence of the ruminant deworming extension project. The researcher utilized structured survey instruments by conducting interviews with 39 beneficiaries of the extension initiative. The findings indicated that the majority of respondents are married and possess a limited level of education, which they obtained under certain constraints. The frequency of extension services rendered is annually, characterized by restricted interaction with the beneficiaries. Regarding cultural implications, the favorable impact suggests that the College of Agriculture plays a crucial role in fostering cultural diversity and recognizing the overall well-being and resilience of Taloctoc tribe. The program outcomes reflect a successful endeavor in equipping participants with significant skills that yield personal and professional advantages. Beneficiaries expressed that the initiative was positively received and had a beneficial effect on health-related knowledge, attitudes, self-perception, and behaviors, both individually and within their communities. The advocacy for the extension activity demonstrates that the project's implementation has been successful, showing that beneficiaries have experienced an improvement in their quality of life while promoting the dissemination and application of the acquired knowledge. The beneficiaries perceived that the extension project affords them advantages by augmenting income and quality of life, fortifying community connections, and enhancing self-esteem. The extension project exerts a favorable economic and social influence on the lives of the beneficiaries. Researchers recommend that the outcomes of the extension project be leveraged for the development of sustainable extension initiatives and that collaboration with provincial and local government institutions be explored.

Key words: Impact assessment, Ruminant livestock deworming, Extension project, Taloctoc, Tanudan, Kalinga

INTRODUCTION

In the year 2018, the College of Agriculture conducted an investigation titled “Prevalence Rate of Liver Fluke and Other Intestinal Parasites of Ruminants in the Municipality of Tabuk City and Tanudan, Kalinga.” The findings of this research indicated a significant prevalence of liver fluke and various other intestinal parasites affecting ruminant livestock in the municipality of Tanudan, Kalinga. Consequently, the implementation of mass deworming practices is advocated as a preventive measure to mitigate the risk of potential outbreaks in the future. From the results mentioned above, the research undertaken by the faculty, the Animal Science Department, College of Agriculture, conducted yearly livestock deworming activities in Barangay Upper and Lower Taloctoc, Tanudan, Kalinga. The extension aims to assist livestock raisers in eliminating internal and external parasites by administering dewormer. Enhancing the skills and knowledge of livestock raisers is crucial.

Agricultural extension may be conceptualized as the facilitation of access for farmers to pertinent knowledge, information, and technological advancements aimed at enhancing their productivity, financial returns, and overall well-being (Purcell and Anderson, 1997) as referenced by (Quizon *et al.* (2001). In numerous developing nations, agricultural extension functions as a critical public good that warrants substantial public investment and support. The College of Agriculture plays a pivotal role in facilitating sustainable development and enhancing community welfare, particularly within the domain of animal production. This impact assessment will elucidate the strengths, weaknesses, opportunities, and threats associated with the innovation of new initiatives aimed at serving the agricultural community.

In the context of the Philippines, institutions of higher learning, including universities and colleges, have been compelled by the Commission on Higher Education (CHED) to broaden their educational and civic engagements within the community (Llenares and Deocaris, 2018). Furthermore, the Commission has initiated measures to reorient programs pursuant to the CHED Memorandum Order 52, series of 2016. The aforementioned policy delineates guidelines pertaining to

community extension programs of higher education institutions (HEIs) aimed at 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 entities that generate knowledge or serve as centers for innovation, the revised extension policy asserts that HEIs occupy a pivotal role in collaborating with communities, businesses, and industries to facilitate the dissemination of knowledge or technology in targeted developmental sectors. University extensions, or the “extensions of the universities,” are defined as ‘any educational innovations conducted outside the university’ (as cited by Llenares and Deocaris, 2018).

MATERIAL AND METHODS

The locale of the study

The study was conducted at Barangay Upper and Lower Taloctoc, Tanudan, Kalinga. These two barangays are the extension activity undertaken for the last four years of animal deworming (Fig. 1).



Fig. 1. Upper and Lower, Taloctoc, Tanudan, Kalinga

Research design

The study used the descriptive research design, a quantitative research strategy employed in this study. The survey was conducted from March to June 2023. There were 39 ruminant livestock raisers subjected to interviews who were provided with services during the extension activity conducted by the Animal Science Department, College of Agriculture, Kalinga State University.

The first part includes the demographic profile of the respondents. The second part covers the closed-ended questions used for the assessment: (1) how would you rate the extension activity conducted by the Animal Science Department, College of Agriculture? (2) How did the extension service/training improve the skills of raisers? (3) level of program outputs of the extension services in terms of your health; (4) level of program outputs of the extension services in terms of its advocacy; (5) level of program outputs of the extension services in terms of your livelihood activities; (6) what is the level of economic impact of the project extended.

The descriptive-quantitative type of research method was used in the study to describe the profile of the respondents and the different activities provided in its service- community. The descriptive analysis uses various qualitative methods to investigate one or more variables. It also allows gathering large volumes of data to be analyzed to identify characteristics, frequencies, trends, correlations, averages, and patterns. It accounts for the respondents' assessment of the impact of the extension program concerning acquired knowledge, skills, values and attitudes, economic and environmental impact, and the program evaluation. Frequency and percentage will be used to treat data along with the profile of the respondents. Moreover, the 5-point Likert Scale will be utilized to determine the impact of the extension project and activities concerning acquired knowledge, skills, and values, economic and environmental impact due to the capacity-building training, seminars, and activities provided by the College of Agriculture.

Respondents/informants/research participants of the study

The study's respondents were the beneficiaries of the extension activity titled "Livestock Deworming Extension Project of the College of Agriculture: Promoting Healthy Livestock in Talocloc, Tanudan, Kalinga," conducted by the College to evaluate the impact of the provided services. A total of 36 beneficiaries were respondents to the study. Identification of these respondents will be based on the data from the extension services, which were the beneficiaries of the extension services. Furthermore, the interview was conducted to clarify and validate some data.

Instrumentation

A structured survey questionnaire was the main instrument used in the study. The result was subjected to Cronbach's alpha to assess the validity of the items' content with the purpose.

According to Ritter (2010), Cronbach's alpha was computed to measure the strength of consistency. Statistics Solution (2019) added that Cronbach's alpha was computed by correlating the score for each scale item with the total score for each survey respondent and then comparing that to the variance for all individual item scores. The research questionnaire has a Cronbach's alpha of 0.968. It was made up of three parts. Part I includes the profile of the respondents. Part II presents the impact of the extension projects and activities provided in the community. Part III shows the challenges and problems encountered by the College and the respondent-beneficiaries in implementing the extension projects. Part IV is the overall project evaluation.

Data gathering

The data and related information were gathered through personal interviews following a structured questionnaire. Questions relevant to the impact of the extension activity conducted by the College of Agriculture College on Livestock Deworming. The attendance sheet from the extension activity conducted by the College will be the basis for identifying respondents to ensure a smooth flow of data gathering and assessing the effectiveness of the extension activity.

In the conduct of data gathering, the researchers engaged in a series of activities:

1. Review the related literature and study the relevant to understanding.
2. Ask permission from the Barangay official to conduct the study.
3. Inform the respondents of the objectives of the study. The intention and impact of their participation will be explained.

Explain to the respondents that the data gathered will be confidential.

RESULTS AND DISCUSSION

Profile of respondents and frequency of services offered

Data reveal that most respondents were married, comprising 89.75% of the total sample. This finding suggests that marriage is the dominant relationship status among the surveyed population. The high percentage of married respondents may indicate a societal trend towards the traditional institution of marriage as a preferred form of partnership or union. It also implies a strong cultural emphasis on the value of long-term committed relationships within the community. This statistic underscores the importance of considering marital perspectives and dynamics when addressing social issues and implementing policies that impact families and households.

Additionally, the data illustrates that 7.69% of the respondents identified as single. This percentage, while relatively lower than the percentage of married respondents, still represents a significant portion of the surveyed population. A notable single population may suggest a diversity of lifestyles and relationship choices within the community. Understanding the needs and experiences of this demographic is crucial for developing inclusive policies and support systems that cater to individuals who are not currently in a marital relationship. It also underscores the importance of recognizing the unique challenges and opportunities that single individuals may face in various aspects of life, including social, economic, and psychological well-being.

Furthermore, a smaller percentage of respondents, 2.56%, indicated that they were separated. This finding points towards a segment of the population that has experienced marital breakdowns or disruptions. The presence of this group highlights the significance of addressing the challenges associated with marital separations, including legal, financial, and emotional support for individuals going through such circumstances. This data emphasizes the importance of providing resources and assistance to individuals navigating the complexities of separation, divorce, and the associated impact on familial structures and social

well-being. Understanding the dynamics and needs of this segment is crucial for implementing effective interventions and support mechanisms that promote healthy transitions and emotional well-being for those experiencing marital separation.

The educational attainment profile of respondents in this survey illustrates a concentration at the lower levels of formal education, which is presented in Table 1. With 35.88% not progressing beyond elementary education and 33.33% stopping at the high school level, the data reflects that most participants have yet to engage in tertiary education. This distribution suggests that higher education is less accessible or pursued among this group. The figures showing equal representation at the college level and among college graduates highlight this point, as only 12.83% of respondents fall into these more advanced educational categories. This divergence suggests several potential underlying factors, such as economic barriers preventing continuation to higher education, the perceived sufficiency of lower-level education for local employment opportunities, or cultural influences impacting educational pursuits.

The absence of respondents identified explicitly as "elementary graduates" or "high school graduates" could imply a lack of distinction between those who have attended school up to a certain level and those who have completed the curriculum at that level. It might confound the implications for skills and literacy among the participants. High school graduates are typically recognized as having completed the requisite education—a milestone significantly impacting their qualifications for various jobs and further educational opportunities.

Overall, this educational profile can potentially limit the opportunities available to most respondents, as higher educational attainment is often correlated with better employment prospects and societal engagement. Policymakers and educators might consider this distribution of educational attainment as a signal to address possible systemic barriers and to enhance the support mechanisms to encourage higher levels of education within the community.

Table 1. Demographic profile of the respondents as to their marital status, educational attainment, and frequency of the services received.

Variable		f	%
Marital status	Single	3	7.69
	Married	35	89.75
	Separated	1	2.56
	Widow	0	0
Educational attainment	Elementary high school	14	35.88
	Graduate	13	33.33
	College level	5	12.83
	Elementary graduate	0	0
	High school graduate	2	5.13
Frequency of Extension services received	College graduate	5	12.83
	Daily	0	0
	Weekly	0	0
	Monthly	0	0
	Yearly	39	100

F=Frequency, Percentage=%

The results of the frequency of extension received by the respondents are presented in Table 1. The frequency of extension services received once a year only suggests a limited engagement between the recipients and the extension services providers. This infrequent interaction could stem from various factors, such as resource constraints, logistical challenges, or a need for more awareness among the target population about the availability and benefits of these services. The annual interval indicates a need for a more comprehensive and strategic approach to delivering extension services, emphasizing the importance of maximizing the impact of limited engagement through effective and tailored interventions.

This infrequent nature of engagement may impact the effectiveness of the extension services, as the recipients might not receive timely updates or information on the latest developments in their respective fields. It could lead to a gap in knowledge transfer, hindering the potential for implementing best practices and innovations within their domains. Moreover, the annual frequency implies that the scope of the extension services is constrained to addressing only specific seasonal or periodic challenges faced by the recipients, potentially overlooking other critical issues that may arise throughout the year.

Therefore, there is a need for a more robust and continuous outreach strategy that facilitates regular

communication and support throughout the year. Implementing a multi-faceted approach, such as integrating digital platforms for virtual training and information dissemination, organizing periodic workshops, and establishing local hubs for ongoing mentorship and guidance, could enhance the impact of the extension services. Additionally, fostering partnerships and collaborations between the service providers, local communities, and relevant stakeholders can help create a sustainable support system that offers timely and relevant assistance, ultimately fostering long-term agricultural, economic, and social development within the target communities.

Impact of the extension activity

The extension activity's very satisfactory impact indicates its profound influence across various social, political, economic, environmental, and cultural domains. Socially, the activity has fostered a stronger sense of community engagement and cooperation, promoting social cohesion and inclusivity. Empowering individuals and communities with valuable knowledge and skills has likely enhanced social capital and contributed to the overall well-being and resilience of the community members, creating a more closely-knit and supportive societal fabric. The positive impact on social relations and community dynamics demonstrates the extension activity's success in fostering a more cohesive and supportive social environment.

Politically, the activity's very satisfactory impact suggests that it has effectively created a conducive environment for participatory decision-making and community involvement in policy development. By empowering community members with the necessary tools and information, the activity has likely facilitated their active participation in local governance and decision-making, fostering a more inclusive and democratic political culture. The enhanced engagement and participation of the community in political processes can lead to more effective and responsive policies that address the needs and priorities of the local population, contributing to overall political stability and good governance (Table 2).

Table 2. Level of impact of the extension activity conducted by the KSU-CA

Indicators	Weighted mean	Description
1. Social impact	4.15	Very Satisfactory
2. Political impact	3.77	Very Satisfactory
3. Economic impact	4.00	Very Satisfactory
4. Environment impact	4.18	Very Satisfactory
5. Cultural impact	4.14	Very Satisfactory
Ave. weighted mean	4.05	Very Satisfactory

Economically, the extension activity's very satisfactory level of impact signifies its significant contribution to enhancing livelihoods, fostering entrepreneurship, and promoting sustainable economic growth within the community. By equipping individuals with valuable skills and knowledge, the activity has likely facilitated the development of more efficient and productive agricultural practices, leading to increased yields, improved market access, and enhanced income generation. This economic empowerment can reduce poverty, improve living standards, and promote economic self-sufficiency within the community, fostering long-term economic stability and resilience.

The activity's very satisfactory level of environmental impact suggests that it has effectively promoted sustainable and eco-friendly practices, leading to the conservation and protection of natural resources. By raising awareness and promoting the adoption of environmentally friendly techniques, the activity has likely contributed to preserving biodiversity, reducing environmental degradation, and promoting sustainable resource management practices. This positive environmental impact reflects the activity's commitment to fostering a more sustainable and resilient ecosystem, ensuring the long-term well-being of both the environment and the community.

Culturally, the extension activity's very satisfactory impact indicates its success in preserving and promoting local cultural heritage, traditions, and knowledge systems. By integrating traditional knowledge with modern practices, the activity has likely facilitated the preservation of cultural identities and heritage, fostering a sense of pride and belonging within the community.

Preserving cultural heritage and values enriches the community's cultural fabric, promotes intergenerational knowledge transfer, and fosters a more inclusive and culturally vibrant community. The activity's positive cultural impact signifies its role in promoting cultural diversity and identity, thereby contributing to the overall well-being and resilience of the community.

Level of program outputs of the extension service in terms of skills

Table 3 reflects the perceived impact of an extension service program's outputs in skill development on its participants, indicating satisfactory outcomes. The skills acquired were deemed effectively relevant to participants' professions, as evidenced by a weighted mean of 4.15, suggesting that the training program effectively enhanced professional competencies.

Furthermore, the program has had a tangible economic impact, with a slightly higher mean of 4.18, indicating that participants experienced increased income, possibly due to new or improved employment opportunities directly stemming from their newly acquired skills.

The program's positive effects extended beyond economic benefits; participants also reported improved self-esteem, with a mean of 4.15, reflecting the empowering nature of skill acquisition on personal confidence and self-efficacy. While participants scored slightly lower on the ability to pass on their skills to others, with a mean of 3.90, it remains within the "Very Satisfactory" range, signifying a commendable level of knowledge transfer post-training.

The program further helped participants to achieve gainful employment—highlighted by a mean score of 3.92—indicating that the skills learned were marketable and enhanced employability. Additionally, participants embraced the new technologies they learned, as seen in the mean of 4.08, demonstrating an effective integration of the training into practical application.

Table 3. Level of program outputs of the extension service in terms of skills

Indicators	Weighted mean	Description
1. The skills learned are effective in my profession.	4.15	Very satisfactory
2. The skills taught helped me increase my income	4.18	Very satisfactory
3. The skills I learned improved my self-esteem.	4.15	Very satisfactory
4. I have taught other people of the skills I learned.	3.90	Very satisfactory
5. I became gainfully employed after the training.	3.92	Very satisfactory
6. I adopted the technology I learned.	4.08	Very satisfactory
7. I started my own business after the training.	3.39	Satisfactory
Ave. Weighted Mean	3.97	Very satisfactory

Table 4. Level of program outputs of the extension service in terms of health

Indicators	Weighted mean	Description
1. Helped me improve my health nutrition as a result of the information received and learned.	4.10	Very satisfactory
2. The health-related knowledge and attitude I learned are relevant and effective in my well-being.	4.00	Very satisfactory
3. The health concepts and skills taught me are timely and aligned with the latest public health guidelines.	4.08	Very satisfactory
4. The knowledge I learned improved my self-esteem in managing personal health.	4.05	Very satisfactory
5. I have taught other people on the health knowledge I learned.	4.00	Very satisfactory
6. I actively disseminated the health knowledge and information to other community.	3.95	Very satisfactory
7. I applied the health knowledge I learned.	4.05	Very satisfactory
Ave. Weighted Mean	4.03	Very satisfactory

However, the initiative to start a new business after the training scored 3.39, falling into the "Satisfactory" range, notably lower than the other indicators. The study suggested that while the program effectively enhanced skills, initiating entrepreneurship was a less successful outcome for participants. Despite this, the overall average weighted mean was 3.97, rounding out the participants' experience as very satisfactory. The program successfully equipped participants with valuable skills, leading to personal and professional benefits despite varied success across different indicators.

Level of program outputs of the extension service in terms of health

Table 4 presents data from a survey evaluating the outcomes of a health and nutrition program, where each indicator reflects the participants' experiences and the perceived impact of the program on their lives. The first indicator highlights that the program significantly helped participants improve their health and nutrition, with a weighted mean of 4.10, showcasing a satisfactory outcome regarding practical information assimilated and applied. The relevance and effectiveness of the knowledge and attitude imparted through the program were also

highly rated at a mean of 4.00, suggesting that what was taught was pertinent. They had a positive effect on participants' attitudes toward health and nutrition.

The timeliness of the concepts and skills was perceived as very satisfactory, with a mean of 4.08, indicating that the curriculum presented was contemporary and closely aligned with the participants' immediate needs. Additionally, the knowledge gained from the program has bolstered participants' self-esteem (4.05), illuminating the empowering effect of health education. Participants found themselves competent to teach others the knowledge they acquired, reflected by a 4.00 mean, emphasizing the program's role in knowledge transfer.

Although the program successfully motivated participants to disseminate this knowledge to their communities, the slightly lower mean of 3.95 in this area could indicate possible challenges in community-level engagement or communication. Nevertheless, this score still indicates a very satisfactory outcome. Participants also actively applied the knowledge in their lives, evidenced by a mean of 4.05. This application level is critical as it demonstrates the practical utility of the program's teachings.

Conclusively, the average weighted mean for all indicators stands at a very satisfactory 4.03, substantiating the overall success of the health and nutrition program in meeting its educational and behavioral objectives. These scores collectively suggest that the program was well-received and positively impacted participants' health-related knowledge, attitudes, self-perception, and behaviors both personally and within their wider communities.

The level of program outputs of the extension service in terms of advocacy

Table 5 presents the surveyed participants' feedback on the effectiveness of an extension service's advocacy program to assess the value of the outputs in advocacy efforts. The data shows that participants assigned high marks to the program across several critical indicators, culminating in an average weighted mean of 4.00, which puts the overall program in the "Very Satisfactory" category.

Participants rated the program as very satisfactory (3.97) for its ability to provide new knowledge and information, suggesting that the advocacy efforts were successful in educating them. The same level of satisfaction was reported for the program's contribution to improving

their way of living (3.97), pointing to practical benefits in their daily lives as a result of their participation.

Disseminating learned knowledge to the community was also viewed as very satisfactory (3.90). However, this indicator received a slightly lower score than others, reflecting some obstacles faced by participants in sharing information. Similarly, the program was considered to have enhanced the quality of their lives (3.97), further indicating substantive positive changes attributed to the advocacy program.

An increase in self-esteem (4.00) was reported as a result of the program, highlighting the empowering effect that participating in advocacy can have on individuals. The application of knowledge was rated the highest (4.18), underscoring that participants learned new information and put it into practice effectively.

Overall, the consistently high scores demonstrate the program's success in achieving its aims to educate and empower participants, improve their quality of life, and encourage disseminating and applying the knowledge they have gained. The participants see the advocacy program as highly beneficial, as reflected in their feedback.

Table 5. Level of program outputs of the extension service in terms of advocacy

Indicators	Weighted mean	Description
1. The advocacy program benefited us to learn new knowledge and information.	3.97	Very satisfactory
2. The advocacy efforts contributed in the improvement of our way of living.	3.97	Very satisfactory
3. The advocacy initiatives disseminated the knowledge I learned to the community.	3.90	Very satisfactory
4. The advocacy has improved the quality of our lives.	3.97	Very satisfactory
5. The advocacy helped me develop my self-esteem.	4.00	Very satisfactory
6. I applied the advocacy knowledge I learned.	4.18	Very satisfactory
Ave. weighted mean	4.00	Very satisfactory

Conclusively, the average weighted mean for all indicators stands at a very satisfactory 4.03, substantiating the overall success of the health and nutrition program in meeting its educational and behavioral objectives. These scores collectively suggest that the program was well-received and positively impacted participants' health-related knowledge, attitudes, self-perception, and behaviors both personally and within their wider communities.

The level of program outputs of the extension service in terms of livelihood activities

The indicators provided reflect participants' assessment of a livelihood program and express how it influenced their entrepreneurial abilities and overall quality of life. The weighted means suggest a "Very Satisfactory" reception of the program across multiple dimensions. The first indicator, entrepreneurial skill enhancement, has a weighted mean of 3.82, suggesting that the program effectively strengthened the participants' business-related capabilities.

Similarly, the second indicator shows a mean of 3.82, indicating that the program played a role in helping participants increase their income, which is a direct objective of most livelihood programs.

An improvement in the quality of life was reported with a slightly higher mean of 3.97, reflecting that the program contributed to overall betterment in participants' living conditions beyond financial gains. The program also has had a positive social impact, given a mean of 3.85 for making the participants' community more cohesive, which is crucial for collaborative and sustainable development (Table 6).

Self-esteem development was scored with a mean of 3.87, pointing out that the program not only provided practical skills but also positively affected the participants' self-perception and confidence. This was mirrored in applying the acquired knowledge to their entrepreneurial activities, with a mean of 3.87, showing that participants effectively utilized what they learned in their business endeavors.

An average weighted mean of 3.87 for the program indicates a very satisfactory overall impact, signifying that, on the whole, participants found it beneficial in enhancing their entrepreneurial skills, improving their income and quality of life, strengthening community ties, and boosting self-esteem, all of which are key objectives of such livelihood programs.

The level of economic impact of the project has extended

The indicators provided reflect participants' assessment of a livelihood. Table 7 reveals participants' assessments regarding the economic impact of a project designed to extend its benefits via skills training and employment opportunities. The indicators encompass various aspects of economic well-being and enhancement, and the overall average weighted mean is categorized as "Very Satisfactory" at 3.72.

Table 6. Level of program outputs of the extension service in terms of livelihood activities

Indicators	Weighted mean	Description
1. The livelihood programs enhanced our entrepreneurial skills.	3.82	Very satisfactory
2. The livelihood component helped us increase our household income.	3.82	Very satisfactory
3. The livelihood component has improved the quality of our lives.	3.97	Very satisfactory
4. The livelihood component has made us more cohesive as a community.	3.85	Very satisfactory
5. The livelihood component helped us develop our self-esteem.	3.87	Very satisfactory
6. I applied the knowledge I learned in my entrepreneurial engagement.	3.87	Very satisfactory
Ave. Weighted Mean	3.87	Very satisfactory

Table 7. The level of economic impact of the project has extended

Indicators	Weighted mean	Description
1. Enabled me to find a job and become employed as a result of the skills learned.	3.67	Very satisfactory
2. Enabled me to augment my income as a result of the employment gained.	3.79	Very satisfactory
3. Enabled me to improve my house as a result of the income generated for such employment.	3.69	Very satisfactory
4. Enabled me to buy appliances as a result of the income generated from the employment through the skills I learned.	3.85	Very satisfactory
5. Enabled me to gain properties/ownerships as a result of the income generated from employment.	3.37	Satisfactory
6. Improved my economic status being a self-employed individual.	3.92	Very satisfactory
Ave. Weighted Mean	3.72	Very satisfactory

Participants felt that the program enabled them to secure employment through the skills they learned, with a weighted mean of 3.67, a pivotal aim for skills development initiatives. The increase in income resulting from this employment was also positively rated at 3.79, suggesting that the program effectively contributed to the participants' financial growth.

Improvements in living conditions, as captured by the ability to upgrade housing, received a slightly higher score of 3.69, pointing to the quality-of-life enhancements afforded by the additional income. The capacity to purchase appliances, a further measure of economic upliftment, was given a score of 3.85, indicating a distinct improvement in home standards and comfort.

However, when acquiring properties or ownership as a symbol of increased economic capacity, participants rated this aspect as just satisfactory, with a lower mean of 3.37. This might imply that while the program positively affected income and allowed for immediate consumption improvements, it was less effective in facilitating significant asset accumulation, such as property ownership.

Finally, the program has had a very satisfactory impact on those who ventured into self-employment, as noted by a weighted mean of 3.92. This higher score suggests that the program benefited entrepreneurial endeavors, enhancing participants' economic status as self-employed individuals.

In summary, the program has had a notably positive economic impact on participants' lives, reaching a very satisfactory level overall and enhancing employment

prospects, income levels, and life quality, with less substantial, but still satisfactory, effects on property ownership.

The level of social impact of the project

Table 8 enumerates the perceived social impacts of a project extended to participants, focusing on the effects of skill development on their social lives and interactions. The indicators, all scoring in the "Very Satisfactory" range, suggest that the program successfully fostered significant social enhancements among participants. The skills learned positively influenced the ability to make productive choices and right decisions, with a weighted mean of 3.90, which denotes that the skills imparted were not only practical but also promoted better decision-making capabilities in participants.

Table 8. The level of social impact of the project has extended

Indicators	Weighted mean	Description
1. Enabled me to become productive and make the right decisions as a result of the skills learned.	3.90	Very satisfactory
2. Enabled me to awaken the spirit of volunteerism in me and shared the skills I learned to others.	4.03	Very satisfactory
3. Helped me to boost my self-esteem and confidence as a result of the skills I learned.	4.00	Very satisfactory
4. Helped me to mingle with other people and go out from our homes to enjoy life.	4.05	Very satisfactory
5. Helped me established camaraderie along with other beneficiaries.	4.05	Very satisfactory
Ave. weighted mean	4.01	Very satisfactory

A more vital spirit of volunteerism was awakened due to the program, scoring a weighted mean of 4.03. The study highlights the program's success in encouraging participants to share their skills with others, which is critical for fostering a sense of community and collective growth.

An enhancement in self-esteem and confidence due to the acquired skills shows a weighted mean of precisely 4.00. The study demonstrates the program's positive effect on individuals' self-perception and overall psychological well-being.

Engagement with community life was also significantly uplifted, with a score of 4.05, indicating that the program encouraged participants to socialize more actively and enjoy life beyond their homes.

The establishment of camaraderie among program beneficiaries received an equivalent score of 4.05. The

study suggests that the program effectively created a social network among the participants, which can be essential for support and collaboration.

The average weighted mean stands at 4.01, affirming that the participants found the program very satisfactory regarding its social impact. Overall, these results point to the program's effectiveness in imparting skills and enhancing participants' social well-being and community engagement.

CONCLUSION

Most of the project's beneficiaries revealed low educational attainment, which could limit the opportunities of the ruminant livestock raisers to improve their production practices and gain knowledge from outside sources. The levels of the extension activity on the political aspects contributed to creating a conducive environment for the participation and decision-making of the community.

It also shows that political leaders in that community revealed a solid will to encourage ruminant livestock raisers to sustain their production. The extension projects signify their contribution to enhancing livelihoods, fostering entrepreneurship, and promoting sustainable economic growth within the community. Continuous empowerment of the people will reduce poverty, improve living standards, and promote economic self-sufficiency. The College of Agriculture is committed to delivering extension projects that benefit both the environment and the community and promote cultural diversity and identity.

RECOMMENDATION(S)

It is recommended that the outcomes of the extension project be used as a foundation for designing long-term, sustainable extension programs. Strategic collaboration with the provincial and local government institutions should be pursued to enhance the effectiveness and institutional support of future initiatives.

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