Community-Based Skills Training and Perceived Outcomes among Beneficiaries in Sampaloc, Manila, Philippines

Dr. Jeffrey B. Villena, Dr. Tenie P. Lirazan and Dr. Maria Rhoda D. Dinaga

College of Hospitality and Tourism Management, Eulogio "Amang" Rodriguez Institute of Science and Technology, Manila, Philippines

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ABSTRACT

This study examined perceived outcomes of community-based training in Basic Culinary, Baking, and Food Preservation and Production among 75 beneficiaries in selected barangays in Sampaloc, Manila, Philippines. It focused on three domains: livelihood development; community relations and behavior; and personal and knowledge development. Using a descriptive quantitative research design, the study collected post-training data through a researcher-made questionnaire and analyzed responses using frequency, percentage, and weighted mean. Respondents rated the training favorably across all three domains. They associated the programs with practical skills development, potential livelihood and entrepreneurial opportunities, financial awareness, and the possible application of acquired competencies to income-generating activities. They also reported perceived benefits related to cooperation, community participation, interpersonal relationships, self-confidence, continued learning, self-discipline, communication, and openness to new livelihood opportunities. These findings indicate that beneficiaries viewed the training as valuable for technical skills acquisition as well as social and personal development. The study recommends post-training mentoring, entrepreneurship support, market linkages, and continuing learning opportunities to strengthen the practical application of acquired competencies. However, the findings represent beneficiaries' assessments following the training and should be interpreted in light of the descriptive design, which included neither baseline measurements nor a comparison group and therefore cannot establish changes attributable to the programs.

Keywords: community-based training, livelihood development, skills development, vocational training, community relations, personal development, entrepreneurship education

INTRODUCTION

Practical food-related competencies, including basic culinary skills, baking, food preservation, and food production, may provide a foundation for household enterprises and small-scale livelihood activities. Beyond technical proficiency, the application of these competencies may require knowledge of food safety, product costing, packaging, marketing, budgeting, and customer relations. Consequently, the relevance of community-based training extends beyond skills acquisition to the perceived usefulness of acquired competencies in everyday life and potential income-generating activities.

The present study focuses on beneficiaries from Barangays 634, 635, and 636 in Zone 64, District VI, Sampaloc, Manila. Livelihood activities associated with the local context include street vending, sari-sari store operations, and the preparation and sale of home-cooked meals, native delicacies, and bread products. Access to structured skills training, appropriate equipment, marketing knowledge, and entrepreneurship support may help strengthen livelihood opportunities in these communities. These contextual considerations provide the background for examining beneficiaries' perceptions of community-based training and are not intended to represent independently verified conditions across the entire community.

From 2022 to 2024, the College of Hospitality and Tourism Management (CHTM) of Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) conducted extension training activities for beneficiaries from the three barangays. The programs covered Food Preservation and Production, Basic Culinary, and Baking, with topics including food safety, product costing, packaging, and basic marketing. These activities were intended to equip participants with practical knowledge and skills relevant to livelihood development. National livelihood initiatives, including programs administered by the Department of Social Welfare and Development (DSWD), provide a broader policy context for connecting skills development with livelihood opportunities (DSWD, 2024, 2026).

Related literature provides several perspectives for understanding the potential outcomes of community-based skills training. Studies on entrepreneurship education have examined the relationships among educational experiences, entrepreneurial self-efficacy, opportunity recognition, and entrepreneurial intentions (Al-Qadasi et al., 2024; Otache et al., 2024). A systematic review of active labour market programmes has explored employment and earnings outcomes (Stöterau et al., 2026), while research on vocational education has examined participation and learning in relation to social inclusion (Bruin et al., 2025). Similarly, studies on social capital have investigated its association with sustainable livelihoods and women's entrepreneurship (Mahato & Jha, 2024). Collectively, these studies provide a conceptual basis for examining livelihood development, community relations and behavior, and personal and knowledge development. However, their findings do not directly establish the outcomes or effects of the EARIST extension training activities examined in this study.

Despite the broader literature on entrepreneurship education, vocational learning, and livelihood support, research specifically addressing beneficiaries' perceptions of institution-led community extension training in selected barangays in Sampaloc, Manila, remains limited in the literature reviewed for this study. Examining these perceptions can help identify the outcomes beneficiaries consider relevant and the areas that may require additional support. This study addresses this context-specific research need by describing perceived outcomes across three domains: livelihood development, community relations and behavior, and personal and knowledge development. The findings may inform extension program planning, strengthen post-training support strategies, and guide more rigorous future evaluations. Given the descriptive nature of the study, the findings represent beneficiaries' assessments and do not establish causal effects attributable to the training programs.

Accordingly, the study aimed to describe the participants according to the training programs attended and selected demographic characteristics and to assess their perceived outcomes across three domains: livelihood development, community relations and behavior, and personal and knowledge development. The findings are intended to inform the planning and monitoring of community-based extension programs and provide a basis for their future evaluation.

METHODOLOGY

The study employed a descriptive quantitative research design to describe beneficiaries' perceived outcomes following their participation in community-based training programs in Food Preservation and Production, Basic Culinary, and Baking. The training activities were conducted in Barangays 634, 635, and 636, Zone 64, District VI, Sampaloc, Manila. A total of 75 beneficiaries participated in the study, with 25 respondents from each barangay and 25 respondents assigned to each training program. The study examined perceived outcomes across three domains: livelihood development, community relations and behavior, and personal and knowledge development. The descriptive quantitative approach was appropriate for summarizing respondents' assessments using frequency, percentage, and weighted mean.

Data were collected using a researcher-made questionnaire designed to gather demographic information and assess respondents' perceived outcomes across the three domains. Frequency and percentage distributions were used to summarize respondents' demographic characteristics, while weighted means were computed to describe their assessments of the training outcomes. These statistical techniques provided a descriptive summary of beneficiaries' perceptions regarding the relevance of the training programs to livelihood opportunities, community participation, and personal and knowledge development.

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The study relied on beneficiaries' self-reported assessments collected after their participation in the community-based skills training programs. The research design did not include pre-training measurements, a comparison group, longitudinal follow-up, or objective verification of changes in income, employment, business activity, behavior, or competencies. Accordingly, the findings describe respondents' perceived outcomes and do not establish causal relationships between program participation and the reported outcomes.

Ethical procedures should be reported in accordance with the actual conduct of the study. These include obtaining informed consent, protecting participants' confidentiality and personal information, securing applicable institutional and community permissions, and documenting research ethics review or exemption, where required. Only procedures that were actually implemented and supported by appropriate records should be reported as completed.

RESULTS AND DISCUSSION

Table 1 *Distribution of Participants by Barangay*

Barangay	Number of Respondents	Percentage (%)
634	25	33.33
635	25	33.33
636	25	33.34
Total	**75**	**100**

Table 1 presents the distribution of the 75 respondents across Barangays 634, 635, and 636 in Sampaloc, Manila. Each barangay contributed 25 respondents, representing approximately one-third of the total sample. This equal allocation provided balanced numerical representation of the three barangays in the study. The distribution identifies the communities represented in the evaluation and establishes the geographic composition of the sample. Documenting participants' locations provides useful context for describing community-based livelihood and extension initiatives (Department of Social Welfare and Development [DSWD], 2026). Similarly, Leabres et al. (2022) examined a university community-extension program using beneficiary responses, illustrating the relevance of participant perspectives in evaluating extension initiatives. However, the equal allocation reflects the study's sample composition and does not establish equal population sizes, equivalent training needs, or proportionate representation of the three barangays.

Table 2

Demographic and Training Profile of Respondents

Profile variable	Category	Frequency	Percentage (%)
Training attended	Food Preservation and Production	25	33.33
	Basic Culinary	25	33.33
	Baking	25	33.34
Sex	Female	58	77.33
	Male	17	22.67
Age	26 and above	34	45.33
	21–25	25	33.33
	16–20	16	21.33
Employment	Unemployed	37	49.33
	Student	25	33.33
	Employed	13	17.33

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Table 2 presents the demographic and training profile of the 75 respondents. Each training program was represented by 25 participants, accounting for approximately one-third of the sample. In terms of sex, 58 respondents (77.33%) were female, while 17 (22.67%) were male. Regarding age, the largest group consisted of respondents aged 26 years and above (34; 45.33%), followed by those aged 21–25 years (25; 33.33%) and 16–20 years (16; 21.33%). With respect to employment status, 37 respondents (49.33%) were unemployed, 25 (33.33%) were students, and 13 (17.33%) were employed.

These characteristics describe the composition of the participants and may inform the planning of accessible training schedules and appropriate post-training support. Related literature highlights the importance of considering participants' circumstances in vocational education and livelihood interventions. Bruin et al. (2025) examined vocational education and training in relation to participation, learning, and social inclusion, while Stöterau et al. (2026) reviewed active labour market programmes with attention to employment and earnings outcomes. Alcid et al. (2023) also examined employability training among underemployed youth in Rwanda, considering work readiness, employment, and income-related outcomes. These studies provide a broader context for understanding the relevance of participants' circumstances when planning and evaluating skills development initiatives, although they do not establish the outcomes of the EARIST programs examined in the present study.

The respondents' profiles indicate that the sample included individuals of different ages and employment circumstances, including students and those classified as unemployed. This information may help guide the development of appropriate training schedules, entrepreneurship assistance, and continuing learning opportunities. However, because the study did not include baseline and follow-up employment or income measurements, the demographic data cannot establish whether participation in the training programs resulted in changes in employment status or earnings.

Table 3 ***Perceived Outcomes in Livelihood Development***

Indicator	Food Preservation & Production	Basic Culinary	Baking	Average mean
Additional income/new livelihood opportunities	4.58	4.33	5.00	4.64
Employment/income related to learned skills	4.62	4.44	4.98	4.68
Increase in total family income	4.54	4.48	4.98	4.67
Contribution to household expenses	4.58	4.41	4.97	4.65
Started a small business/income-generating activity	4.65	4.28	5.00	4.64
Knowledge of income management and budgeting	4.60	4.45	4.99	4.68
Improved or expanded an existing business	4.56	4.41	5.00	4.66
Greater determination to seek stable/higher-paying work	4.65	4.29	4.97	4.64
Positive outlook toward livelihood development	4.67	4.24	5.00	4.64
Uses learned skills to earn through selling/production	4.65	4.45	4.93	4.68
Overall mean	**4.61**	**4.38**	**4.98**	**4.66**

Table 3 presents respondents' perceived outcomes in livelihood development following participation in the community-based skills training programs. The overall mean was 4.66, interpreted as "Strongly Agree," indicating favorable perceptions of the programs' relevance to livelihood development. Baking obtained the highest overall mean (4.98), followed by Food Preservation and Production (4.61) and Basic Culinary (4.38). Employment or income related to learned skills, knowledge of income management and budgeting, and the use

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of learned skills to earn through selling or production each obtained an average mean of 4.68. These findings suggest that respondents particularly valued the potential application of their acquired competencies to income-generating activities and financial management.

These results may be considered alongside studies on entrepreneurship education and livelihood development. Al-Qadasi et al. (2024) examined entrepreneurship education in relation to entrepreneurial behavior, while Otache et al. (2024) investigated entrepreneurial self-efficacy, opportunity recognition, and entrepreneurial intentions. Mahato and Jha (2024) explored social capital and sustainable livelihoods, while Davies et al. (2024) examined business training and microenterprise outcomes. Collectively, these studies provide context for understanding the potential value of skills and entrepreneurship training, while highlighting the importance of support in translating learning into practical livelihood activities.

Overall, respondents reported favorable perceptions of the training programs' relevance to livelihood development. However, these ratings do not independently verify increases in income, employment, or business activity, nor do they establish that the training caused such outcomes. Follow-up assessments, complemented by appropriate livelihood indicators, and continued mentoring and entrepreneurship support may help determine whether the perceived benefits translate into sustained economic outcomes.

Table 4
Perceived Outcomes in Community Relations and Behavior

Indicator	Food Preservation & Production	Basic Culinary	Baking	Average mean
Avoidance of harmful habits/unproductive behavior	4.44	4.94	4.92	4.77
Higher motivation, confidence, and positivity	4.46	4.93	4.88	4.76
Shares learning with others	4.49	4.92	4.90	4.77
Interest in further education/training	4.48	4.95	4.88	4.77
Improved outlook and awareness of opportunities	4.40	4.94	4.85	4.73
Participation in barangay/organizational activities	4.42	4.97	4.94	4.78
Improved interaction and participation in community projects	4.48	4.94	4.83	4.75
Greater appreciation of cooperation and volunteerism	4.47	4.97	4.96	4.80
Greater responsibility as a community member	4.41	4.90	4.83	4.71
Improved relations with family and neighbors	4.46	4.95	4.92	4.78
Overall mean	**4.45**	**4.94**	**4.89**	**4.76**

Table 4 presents respondents' perceived outcomes in community relations and behavior following participation in the skills training programs. The overall mean was 4.76, interpreted as "Strongly Agree," indicating favorable perceptions of the programs' relevance to interpersonal relationships and community engagement. Basic Culinary obtained the highest overall mean (4.94), followed by Baking (4.89) and Food Preservation and Production (4.45). Appreciation of cooperation and volunteerism received the highest indicator mean (4.80), while participation in barangay or organizational activities and improved relations with family and neighbors both obtained 4.78. These results reflect favorable perceptions of cooperation, social participation, and interpersonal relationships.

These findings may be considered alongside studies highlighting the role of social networks and inclusion in skills development. Mahato and Jha (2024) examined social capital in relation to sustainable livelihoods and women's entrepreneurship, while Bruin et al. (2025) explored vocational education and training in relation to participation and social inclusion. Söderlundh and Eklund Heinonen (2023) also examined vocational programs and the role of learning environments in supporting inclusion and participation. These studies

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provide context for understanding the social dimensions of skills development but do not directly establish the outcomes of the programs evaluated in the present study.

Overall, respondents reported favorable perceptions of community-related outcomes. However, the ratings do not independently verify behavioral or social changes attributable to the training. Follow-up activities promoting peer learning, volunteerism, and community participation may help sustain the perceived benefits.

Table 5

Perceived Outcomes in Personal and Knowledge Development

Indicator	Food Preservation & Production	Basic Culinary	Baking	Average mean
Impact on personality, habits, and life decisions	4.40	4.65	4.70	4.58
Stronger self-confidence and motivation	4.39	4.81	4.63	4.61
More active community participation and knowledge sharing	4.36	4.71	4.65	4.57
Aspiration for higher education/professional training	4.40	4.74	4.72	4.62
Satisfaction with training content, process, and outcomes	4.46	4.63	4.68	4.59
Self-discipline and better time management	4.41	4.69	4.72	4.61
More careful and responsible future-oriented decisions	4.36	4.63	4.64	4.54
Improved expression and communication	4.37	4.59	4.58	4.51
Greater openness to new livelihood ideas and methods	4.42	4.74	4.69	4.62
Greater sense of being a productive community member	4.44	4.65	4.73	4.61
Overall mean	**4.40**	**4.68**	**4.67**	**4.58**

Table 5 presents respondents' perceived outcomes in personal and knowledge development following participation in the community-based skills training programs. The overall mean was 4.58, interpreted as "Strongly Agree," indicating favorable perceptions of the programs' contribution to personal growth and learning. Basic Culinary obtained the highest mean (4.68), followed closely by Baking (4.67), while Food Preservation and Production received 4.40. Aspiration for higher education or professional training and openness to new livelihood ideas and methods both obtained the highest indicator mean of 4.62. These findings reflect participants' favorable assessments of continued learning, adaptability, and personal development.

These results are consistent with literature examining entrepreneurship education, self-efficacy, and competency development. Al-Qadasi et al. (2024) and Ioannou and Retalis (2025) examined entrepreneurship education and entrepreneurial self-efficacy, while Vesper et al. (2025) investigated training related to knowledge entrepreneurship. Fernández-Martín et al. (2024) examined social and emotional learning in vocational education. These studies provide context for understanding the potential relationship between learning experiences and personal development, although their findings do not directly establish the outcomes of the training programs evaluated in this study.

Overall, respondents reported favorable perceptions of their personal and knowledge development. However, these ratings do not independently verify changes in knowledge, competencies, or behavior. Follow-up

assessments using objective indicators would help determine whether these perceived benefits are sustained over time.

Synthesis of Findings

Across the three domains, community relations and behavior obtained the highest overall mean (4.76), followed by livelihood development (4.66) and personal and knowledge development (4.58). Baking recorded the highest mean in livelihood development, whereas Basic Culinary obtained the highest means in community relations and behavior and personal and knowledge development. These descriptive results suggest that participants perceived benefits across livelihood, social, and personal development domains. However, because the study relied on post-training self-reported assessments and did not include baseline data, a comparison group, or objective outcome measures, differences in mean scores reflect participants' perceptions and do not establish the comparative effectiveness of the three training programs.

LIMITATIONS OF THE STUDY

The study was limited to 75 participants from three barangays in Sampaloc, Manila, which may limit the generalizability of the findings. Its descriptive design relied on post-training self-reports without baseline measurements, a comparison group, or objective verification of outcomes. Thus, the findings reflect participants' perceptions and do not establish causal effects. Future research should document sampling, measurement, and ethical procedures and incorporate baseline and follow-up assessments with objective outcome indicators where feasible.

CONCLUSION

The findings indicate that respondents perceived the community-based skills training programs favorably across livelihood development, community relations and behavior, and personal and knowledge development. Participants viewed the training as relevant to livelihood opportunities, community cooperation, interpersonal relationships, confidence, self-discipline, communication, and continued learning. Baking obtained the highest mean in livelihood development, while Basic Culinary recorded the highest means in community relations and behavior and personal and knowledge development. These results describe participants' perceptions and do not establish the causal effectiveness or comparative impact of the programs. Future evaluations should include baseline and follow-up assessments and, where feasible, objective indicators of skill application, employment, income, and livelihood activity to determine whether perceived benefits are sustained.

RECOMMENDATIONS

1. Sustain the skills training programs in Food Preservation and Production, Basic Culinary, and Baking, and consider additional courses based on community needs and available resources.
2. Strengthen post-training livelihood support through mentoring, entrepreneurship guidance, financial literacy, and referrals to available livelihood assistance and market opportunities.
3. Integrate personal and professional development activities focusing on leadership, communication, customer service, and entrepreneurship to complement participants' technical skills.
4. Promote community engagement and peer learning through volunteer activities, skills-sharing sessions, and collaborative initiatives among former trainees and barangay residents.
5. Provide accessible learning resources in printed or digital formats to reinforce acquired competencies and encourage continued learning after training.
6. Improve the dissemination of training opportunities through barangay assemblies, community organizations, and social media to reach more prospective beneficiaries.
7. Strengthen partnerships among EARIST-CHTM, partner barangays, local government units, and relevant agencies to support training implementation and post-training assistance.
8. Conduct follow-up assessments to determine whether participants continue to apply their acquired skills and engage in livelihood-related activities.

9. Monitor livelihood outcomes using available indicators, such as employment status, income-generating activities, and the establishment or continuation of training-related businesses.
10. Improve future research by including baseline and follow-up assessments, broader participant groups, and objective indicators to determine whether perceived benefits translate into sustained outcomes.

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