



**OPTIMIZING BUDGET ALLOCATION AND UTILIZATION FOR
COMMUNITY DEVELOPMENT PROGRAMS: A CAPSTONE
STUDY OF RESOURCE MANAGEMENT**

BOBBY D. BUENDIA, MAED, LPT

National University, Philippines

bobbybuendia2@gmail.com

ABSTRACT

The main objective of this study is to assess budget allocation and utilization for community development programs as part of the resource management.

The researcher gathered and collected the targeted data of 20 faculty members to assess the budget allocation and utilization for community development programs as study of resource management in a university. The writer used 20 faculty respondents through quota and purposive sampling. The data were collected through a survey-questionnaire and undergone descriptive analysis such as frequency, weighted mean, and data range. Specifically, it aims to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Highest Educational Attainment
 - 1.4. Community Involvement
2. How do the respondents assess the practice of budget allocation and utilization for community development programs?

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3. What recommendations could be given in budget allocation and utilization for community development programs?

Findings

1. Profile of the Respondents

This part of the study presents the profile of the respondents based on their age, gender, highest educational attainment, and community involvement.

There was an equal distribution of male (50%) and female (50%) respondents. Majority of the respondents are within the 31-40 (41.0%), the typical age of seasoned faculty members. As to the highest educational attainment, most of the respondent attained master's degree (60%). When it comes to the community involvement, all 20 respondents (100%) are actively involved in extension services (95%).

2. Assessment on the Budget Allocation and Utilization for Community Development Programs

Among the assessment of budget allocation and utilization for community development programs, it was revealed that the respondents gained a composite mean of 3.71 with an overall interpretation of "strongly agree" and the standard deviation of 0.09 indicates that the data points tend to be very close to the mean (average) value of the data set.

Indicator 1 which stated as "the community development provides clear information on how funds from the donation drive are allocated for community development programs"

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and indicator 3, “the community development office updates faculty and employees on the status of the donation drive” garnered the highest weighted mean 3.85 with an interpretation of “strongly agree”.

Meanwhile, indicator 10 which states “I feel comfortable raising questions about the budget allocation for the donation drive” garnered the lowest weighted mean of 3.45, SD of 0.59 and with an overall verbal interpretation of “agree”. Indicator 15 which states that “I am satisfied with the level of transparency regarding how my donations are utilized” garnered the second lowest weighted mean of 3.50, SD of 0.67 and with an overall verbal interpretation of “strongly agree”.

The findings indicate a strong consensus among respondents regarding the effectiveness of budget allocation and utilization for community development programs, with a composite mean of 3.71 and a low standard deviation of 0.09. Respondents particularly agreed that the community development office effectively communicates fund allocation details, with indicators 1 and 3 receiving the highest scores of 3.85. However, there is some hesitance about raising questions regarding budget allocations, as indicated by the lowest score of 3.45 for Indicator 10. In general, although respondents say they are satisfied with the openness of how funds are used, advancements in stakeholder trust and engagement in community development could be improved through communication office procedures

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Recommendations:

For the Community Development Programs. Improve routes of communication by maintaining stakeholder engagement by continuing to give clear updates on program results and fund allocation, perhaps through frequent newsletters or information meetings. Generate feedback mechanisms, use surveys or anonymous input boxes to let the community and faculty members to more easily voice complaints or inquire about budget allocation and openness, make thorough reports on program effects and budget usage available to the public, and promote a transparent and accountable culture. Finally, creating a board for transparency can improve accountability and community trust by guaranteeing consistent financial reporting expenditures and allocations. Through the active participation of community members in budgetary planning sessions, the board can make sure that the priorities and requirements of stakeholders are met. Introducing accessible financial information demystifies complex data, making it easier to understand.

For Administrators. To further increase stakeholder trust, support resource allocation training by offering Community Development employees training sessions on best practices for transparency and efficient communication techniques. Promote community involvement programs and organize gatherings that allow stakeholders and people of the community to talk about the procedures and results of budget distribution.

For Future Researchers. Investigate communication impact by conducting studies examining the relationship between communication practices and stakeholder engagement in community development programs. Explore diverse perspectives, collect qualitative data from

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a broader range of community stakeholders to understand their perceptions and experiences related to budget transparency and engagement. Assess long-term effects, evaluate the long-term impact of transparency initiatives on community trust and program sustainability.

INTRODUCTION

Community development programs are vital for tertiary education systems. In fact, in adherence to CHED Memorandum Order No. 52, s. 2016 or the "Pathways to Equity, Relevance and Advancement in Research, Innovation and Extension in Philippine Higher Education all, tertiary education systems all over the country provide programs for community developments.

Community development programs can foster sustainable development in low-income communities. According to Deocarís & Reyes (2018), there must be a specific program that aimed to build skills and capacity among residents in a Philippine community. The program's primary goal was to empower individuals through education, skills training, and health initiatives, making them more self-sufficient and improving their overall quality of life. Researcher employed both qualitative and quantitative methods to gather data, assessing changes in residents' skills, income, and health over time. Findings reveal that participants benefited significantly, with many reporting improved technical and personal skills that led to better employment opportunities. The research demonstrates the rise in health consciousness and the beneficial effects of health education on both individual and collective well-being. Additionally, locals strengthened their social networks and strengthening local resilience

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through community bonds. But the paper points potential difficulties like finance constraints and the requirement for more reliable program assistance to sustain advancement. The writers determine that although community development initiatives can yield significant advantages, long-term impact necessitates continued participation and support from sponsors and community members. establishments. The report highlights the need for future initiatives to incorporate more methodical monitoring and follow-up to better comprehend and meet the needs of the community.

Literature Review:

Paulican and Garcia (2023) evaluates the impact of Bukidnon State University's (BukSU) community development programs on the residents of Barangay Can-ayan in Malaybalay City. The research demonstrates the rise in health consciousness and the beneficial effects of health education on both individual and collective well-being. Additionally, locals strengthened their social networks and strengthening local resilience through community bonds. But the paper points potential difficulties like finance constraints and the requirement for more reliable program assistance to sustain advancement. The writers determine that although community development initiatives can yield significant advantages, long-term impact necessitates continued participation and support from sponsors and community members. establishments. The report highlights the need for future initiatives to incorporate more methodical monitoring and follow-up to better comprehend and meet the needs of the community.

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According to Carlitz (2013), the importance of transparency in promoting citizen engagement and accountability, particularly through public expenditure tracking and participatory budgeting approaches. In order to demonstrate how civil society organizations have impacted budgetary procedures and results, the paper examines successful case studies from several nations. It also talks about the difficulties in putting these transparency measures into practice, such as capacity constraints and the possibility of information overload. the vital connection between better governance, public service delivery, and budget openness.

The study by Pan and Xie (2019) investigates the relationship between resource management practices and educational outcomes in developing countries. They examine different educational systems, emphasizing the effects of effective resource allocation on student achievement and the standard of education. Even in situations where financial resources are scarce, schools that employ organized resource management techniques typically produce higher educational results, according to the authors. Additionally, they stress how crucial it is to teach school administrators resource optimization techniques in order to make the most use of the money, supplies, and personnel that are available. The article School Performance Management Practices and School Achievement by Sarrico, et. al (2012) in the International Journal of Productivity and Performance Management investigates how performance management practices in schools' impact academic achievement. The writers concentrate on how schools evaluate and improve their efficacy and the general standard of education through performance management. They look at a variety of methods, including as establishing learning goals, gauging performance using information and tests, and putting

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feedback systems in place for ongoing development. According to their research, schools may better match their objectives with student achievements and make sure that resources are used effectively by implementing effective performance management strategies. The proper use of time and human resource in school enhances learning and thus internal efficiency. In terms of resource mobilization, the rationalization of the time and human labor creates savings which reduce cost of education and hence improved internal efficiency while income generation activities create finances which would support instructional activities and thereafter positively influencing retention rates and performance and lastly, the regression analysis results showed that student performance as a measure of internal efficiency had positive relationship with all the considered resource mobilization strategies (Awuor, 2015).

METHODOLOGY

The researcher gathered and collected the target data of 20 teachers to assess the budget allocation and utilization for community development programs as study to the resource management. The writer used 20 faculty respondents through quota and purposive sampling.

The data used in the related literature was gathered through researching on accessible e-libraries and internet resources for the required information especially on the budget allocation and utilization for community development programs as study of resource management.

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After the validation of the related literature, construction of research instrument was made. The survey questionnaire is the instrument used in gathering data. It was written by the researcher based on the concepts obtained from the review of the related literature. Then, the conduct of the study or the distribution of the survey questionnaire through google forms. Summarizing and analyzing all the tallied information was then followed. The data obtained were presented in a tabulated form, analyzed, and interpreted by the researcher through the employment of the following statistical techniques and procedures:

Frequency and Ranking. It is used to describe data used to stamp responses in the distribution of data collected. In this study, the profile of the respondents will be presented using percentage and rank.

Weighted Mean. It is used to describe the answers of the respondents regarding on how they perceived the manifestations on the budget allocation and utilization for community development programs as study for resource management. It was used to determine the range and value of each indicator. These are as follows:

Option	Range of Value	Verbal Interpretation
4	3.5-4.00	Strongly Agree
3	2.5-3.49	Agree
2	1.5-2.49	Disagree
1	1.0-1.49	Strongly Disagree

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RESULTS

This chapter includes the presentation of data, analysis of results and interpretation of findings in tabular and graphical form.

Part I. Profile of the Respondents

Figure 1. Distribution of Respondents as to Gender

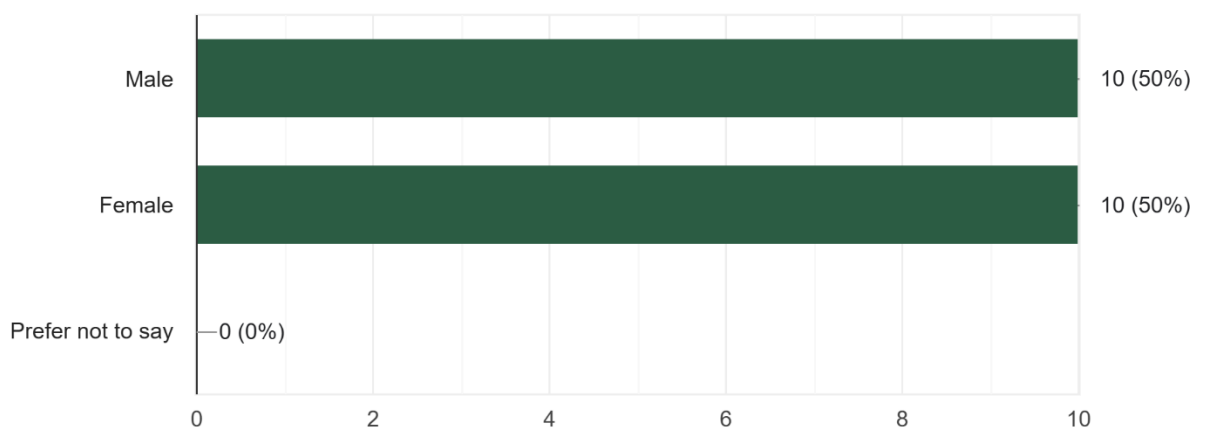


Figure 1 shows the distribution of the respondents as to gender. The graph shows that 50 percent of the 20 respondents are male while the remaining 50 percent are female respondents. The result implies that the respondents are equally distributed as to gender.

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Figure 2. Distribution of Respondents as to Age Range

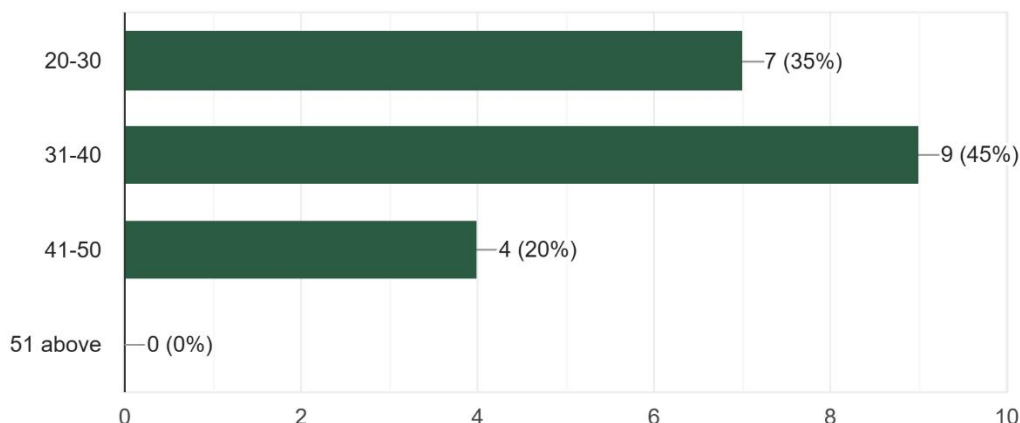
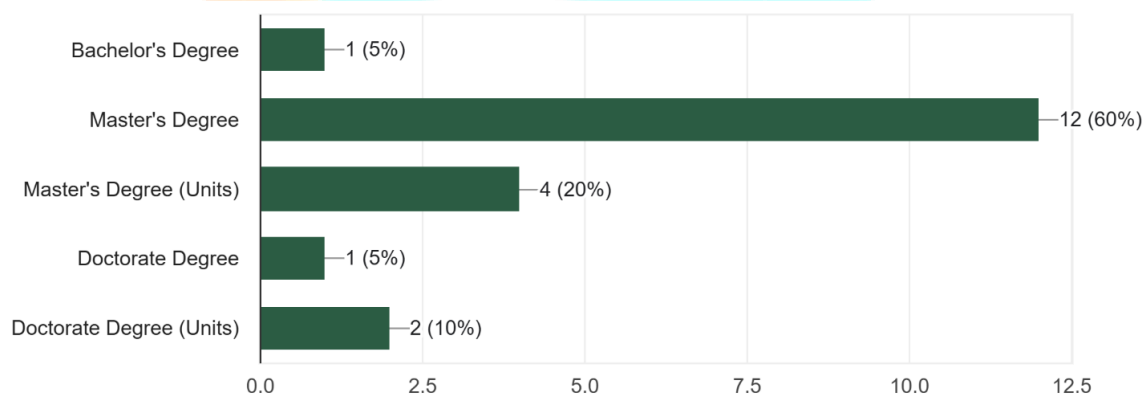


Figure 2 shows the distribution of the respondents as to department. The graph shows that 45 percent (9) of the 20 respondents belongs to the age range of 31-40; 35 percent (7) belongs to the age range of 20-30; while the remaining 20 percent (4) belongs to the age range of 41-50. The result implies that most of the respondents belongs to seasoned age range in the teaching industry.

Figure 3. Distribution of Respondents as to Highest Educational Attainment



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Figure 3 shows the distribution of the respondents as to educational attainment. The graph shows that 60 percent (12) of the 20 respondents attained master's degree; 20 percent (4) earned units in master's degree; 10 percent (2) earned units in doctorate degree while the remaining 5 percent (1) obtained Doctorate Degree and 5 percent (1) obtained bachelor's degree. The result implies that most of the respondents attained master's degree as one of the minimum requirements in the university.

Figure 4. Distribution of Respondents as to Community Involvement

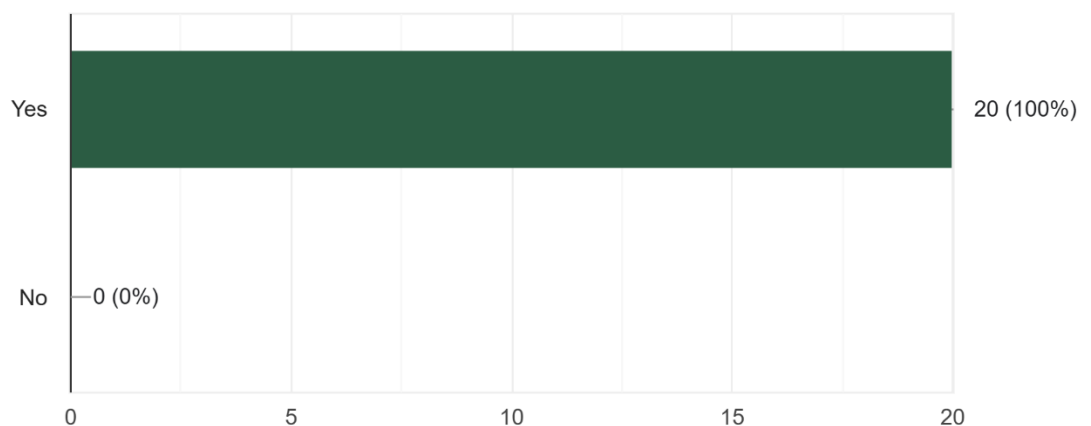


Figure 4 shows the distribution of the respondents as to community development involvement. The graph shows that all respondents, 100 percent (20) are actively engaged in community development activities. The result implies that most of the community development activities could be substantial for the effectiveness, reach, and impact of community-based projects.

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Figure 5. Distribution of Respondents as to Community Involvement

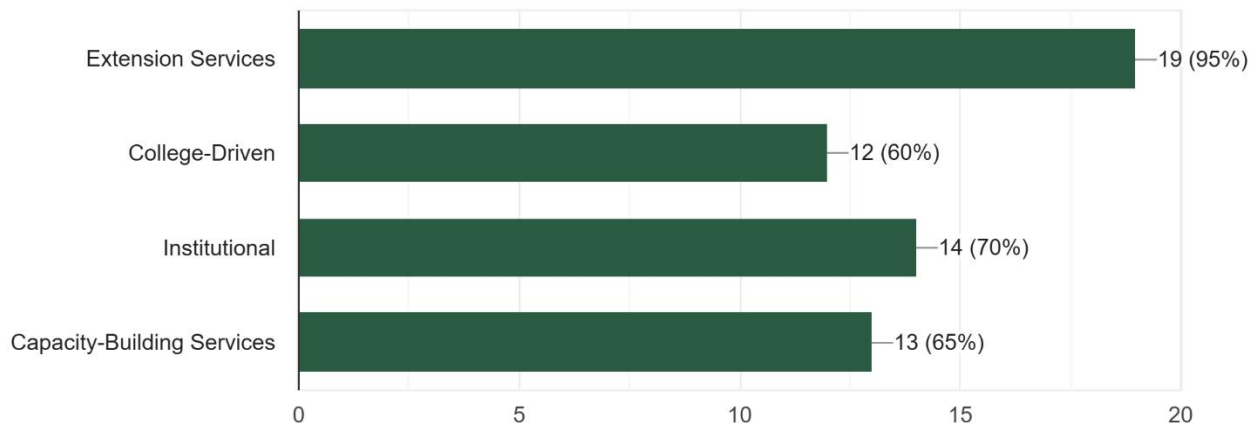


Figure 5 shows the distribution of the respondents as to community development involvement. The graph shows that among all the components of community development activities, all respondents are actively engaged. 95 percent (19) engaged in community development activities; 70 percent (14) engaged in institutional activities; 65 percent (13) engaged in capacity-building services; and the remaining 60 percent (12) involved in college-driven. The result implies that all the respondents could join in multiple engagement among all the components of the community development programs.

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Table 1

Assessment Of Budget Allocation and Utilization for Community Development

Programs

	WM	SD	RANK	VI
The Community Development Programs provides clear information on how funds from the donation drive are allocated for community development programs.	3.85	0.36	1.5	SA
Funds raised through the donation drive are used effectively for community development initiatives.	3.80	0.40	3.5	SA
The Community Development Programs updates the status of the donation drive.	3.85	0.36	1.5	SA
There is transparency in the reporting of the income and expenses.	3.65	0.48	14.5	SA
My contributions to the donation drive are accounted and reported accurately.	3.65	0.57	14.5	SA
The Community Development Programs conducts regular audits of the donation drive to ensure accountability.	3.75	0.43	7.5	SA
Faculty and employees are informed about the outcomes of community development programs funded by the donation drive.	3.70	0.46	11.5	SA
There is a clear process for addressing any concerns regarding the use of donated funds.	3.80	0.40	3.5	SA
The Community Development Programs recognizes and addresses any discrepancies in the donation drive's financial management.	3.75	0.43	7.5	SA
I feel comfortable raising questions about the budget allocation for the donation drive.	3.45	0.59	20	A
The Community Development Programs has established guidelines for how donations are managed and reported.	3.65	0.57	14.5	SA
The decision-making process regarding budget allocation for community development programs is transparent.	3.70	0.56	11.5	SA
I believe that faculty and employees receive adequate training on the importance of financial accountability in donation drives.	3.55	0.59	18	SA
There is a designated person or team responsible for overseeing the donation drive's budget and financial reporting.	3.75	0.54	7.5	SA
I am satisfied with the level of transparency regarding how my donations are utilized.	3.50	0.67	19	SA

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The Community Development Programs actively encourages faculty and employees to provide feedback on the donation drive's management.	3.70	0.56	11.5	SA
Community development programs funded by the donation drive demonstrate effective use of resources.	3.80	0.40	3.5	SA
The Community Development Office shares success stories from community development programs funded by donations.	3.80	0.40	3.5	SA
Community Development Office is committed to maintaining accountability in the donation drive.	3.75	0.43	7.5	SA
The donation drive for community development programs operates with high levels of transparency and accountability.	3.65	0.57	14.5	SA
Composite Mean	3.71	SD	0.09	SA

Legend: 3.5-4.0 – Strongly Agree (SA); 2.5-3.49 – Agree (A); 1.5-2.49 Strongly Disagree (SD) 1.0-1.49 – Disagree(D)

Table 1 shows the summary of assessment of budget allocation and utilization for community development programs. The data shows that the respondents gained a composite mean of 3.71 with an overall interpretation of "strongly agree" and the standard deviation of 0.09 indicates that the data points tend to be very close to the mean (average) value of the data set. The standard deviation of 0.09 is very low, indicating that there is a strong consensus among respondents regarding their perceptions of budget allocation and utilization. This lack of variability suggests that stakeholders uniformly agree on the effectiveness and clarity of communication regarding financial matters, which can enhance collaborative efforts and support for community programs. The results indicate a positive perception among respondents regarding the allocation and utilization of funds. This suggests that the community development programs are seen as effectively managed, fostering trust and confidence in the processes used by the Community Development Office. According to Carlitz

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(2013), the importance of transparency in promoting citizen engagement and accountability, particularly through public expenditure tracking and participatory budgeting approaches. The strong agreement on the effectiveness of budget allocation and utilization implies that the Community Development Office should continue its current strategies while also exploring ways to expand its communication efforts. Enhancing transparency and communication can serve to further strengthen community ties and increase participation in donation drives, ultimately leading to improved resource mobilization.

Indicator 1 which stated as “the Community Development Office provides clear information on how funds from the donation drive are allocated for community development programs” and indicator 3, “the Community Development Office updates faculty and employees on the status of the donation drive” garnered the highest weighted mean 3.85 with an interpretation of “strongly agree”. This result is reflecting strong agreement that the Community Development Office effectively communicates how funds are allocated and keeps faculty and employees updated on donation drives. This highlights the importance of communication strategies in resource management, as effective communication can significantly improve stakeholder engagement and support for community initiatives.

Meanwhile, indicator 10 which states “I feel comfortable raising questions about the budget allocation for the donation drive” garnered the lowest weighted mean of 3.45, SD of 0.59 and with an overall verbal interpretation of “agree”. Indicator 15 which states that “I am satisfied with the level of transparency regarding how my donations are utilized” garnered the second lowest weighted mean of 3.50, SD of 0.67 and with an overall verbal interpretation of

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“strongly agree”. The results indicate that respondents feel relatively comfortable discussing budget allocation issues, as shown by the weighted mean of 3.45 for Indicator 10, though this was the lowest score, suggesting some hesitance in this area. In contrast, Indicator 15 reflects a higher level of satisfaction regarding transparency with a mean of 3.50, indicating that most respondents feel positively about how their donations are used. According to Paulican and Garcia (2023) strong community engagement is a factor that fostered a sense of ownership and responsibility among residents, which improved program participation and sustainability. The implications suggest a need for the Community Development Office to enhance communication and foster a more open environment where stakeholders feel encouraged to ask questions about budget allocation. Improving transparency practices could further boost trust and engagement among donors and stakeholders, thereby enhancing the overall effectiveness of community development programs.

CONCLUSION

1. Profile of the Respondents

This part of the study presents the profile of the respondents based on their age, gender, highest educational attainment, and community involvement.

There was an equal distribution of male (50%) and female (50%) respondents. Majority of the respondents are within the 31-40 (41.0%), the typical age of seasoned faculty members. As to the highest educational attainment, most of the respondent attained master’s

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degree (60%). When it comes to the community involvement, all 20 respondents (100%) are actively involved in extension services (95%).

2. Assessment on the Budget Allocation and Utilization for Community Development Programs

Among the assessment of budget allocation and utilization for community development programs. The data shows that the respondents gained a composite mean of 3.71 with an overall interpretation of “strongly agree” and the standard deviation of 0.09 indicates that the data points tend to be very close to the mean (average) value of the data set.

Indicator 1 which stated as “the Community Development Office provides clear information on how funds from the donation drive are allocated for community development programs” and indicator 3, “the Community Development Office updates faculty and employees on the status of the donation drive” garnered the highest weighted mean 3.85 with an interpretation of “strongly agree”.

Meanwhile, indicator 10 which states “I feel comfortable raising questions about the budget allocation for the donation drive” garnered the lowest weighted mean of 3.45, SD of 0.59 and with an overall verbal interpretation of “agree”. Indicator 15 which states that “I am satisfied with the level of transparency regarding how my donations are utilized” garnered the second lowest weighted mean of 3.50, SD of 0.67 and with an overall verbal interpretation of “strongly agree”.

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RECOMMENDATIONS

For the Community Development Programs. Improve routes of communication by maintaining stakeholder engagement by continuing to give clear updates on program results and fund allocation, perhaps through frequent newsletters or information meetings. Generate feedback mechanisms, use surveys or anonymous input boxes to let the community and faculty members to more easily voice complaints or inquire about budget allocation and openness, make thorough reports on program effects and budget usage available to the public, and promote a transparent and accountable culture. Finally, creating a board for transparency can improve accountability and community trust by guaranteeing consistent financial reporting expenditures and allocations. Through the active participation of community members in budgetary planning sessions, the board can make sure that the priorities and requirements of stakeholders are met. Introducing accessible financial information demystifies complex data, making it easier to understand.

For Administrators. To further increase stakeholder trust, support resource allocation training by offering Community Development employees training sessions on best practices for transparency and efficient communication techniques. Promote community involvement programs and organize gatherings that allow stakeholders and people of the community to talk about the procedures and results of budget distribution.

For Future Researchers. Investigate communication impact by conducting studies examining the relationship between communication practices and stakeholder engagement in community development programs. Explore diverse perspectives, collect qualitative data from

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a broader range of community stakeholders to understand their perceptions and experiences related to budget transparency and engagement. Assess long-term effects, evaluate the long-term impact of transparency initiatives on community trust and program sustainability.



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