

Empowering Communities Through Extension: A Stakeholders' Assessment of ISPSC Graduate School Programs

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ABSTRACT:

This study assessed the significance of the Graduate School extension programs of Ilocos Sur Polytechnic State College (ISPSC) and examined the factors influencing stakeholders' perceptions, engagement, and participation. Specifically, it aimed to determine the respondents' profile, evaluate the level of significance of the extension projects, assess stakeholders' overall satisfaction, identify the relationship between respondents' profile and perceived project significance, and explore factors affecting engagement and recommendations for program enhancement. The study employed a descriptive-correlational research design utilizing both quantitative and qualitative approaches. A researcher-made questionnaire was administered to 234 stakeholders selected through purposive quota sampling from ten extension project sites. Quantitative data were analyzed using frequency counts, percentages, means, and Pearson product-moment correlation, while qualitative responses from interviews were subjected to thematic analysis. Findings revealed that most respondents were young learners aged 10–20 years, unemployed, and from low-income households. The extension programs obtained a high overall significance rating, indicating strong agreement regarding their relevance, implementation, stakeholder engagement, outcomes, and satisfaction. Stakeholders rated the programs positively, with 60.7% describing them as good and 31.6% as excellent, while 99.1% expressed willingness to recommend them to other agencies. Significant relationships were found between perceived project significance and age, sex, employment status, type of municipality, and particularly the type of extension project. Qualitative findings identified program relevance, quality of implementation, and stakeholder involvement as key factors influencing engagement. Recommendations emphasized needs-based program design, strengthened implementation and evaluation mechanisms, enhanced stakeholder participation, and sustainable partnerships. Overall, the study affirms the effectiveness, inclusivity, and developmental impact of the Graduate School extension programs.

Keywords: Assessment, Stakeholders, Extension Programs, Graduate School Programs.

Overview

Extension programs of State Universities and Colleges (SUCs) play a crucial role in bridging academic knowledge with community needs, contributing to societal development, and fostering partnerships between academia and various sectors. Assessing these programs is essential for ensuring their effectiveness, relevance, and impact on stakeholders. It is also critical in disseminating knowledge, providing support, and fostering development within communities. These programs often target diverse stakeholders, including farmers, rural communities, entrepreneurs, and youth. Understanding the significance of extension programs to stakeholders is crucial for improving program effectiveness and ensuring that they meet the needs of their intended beneficiaries.

Extension programs in Higher Education Institutions (HEIs) represent an essential component of

academic engagement with society, addressing societal needs, and fostering community development. These programs encompass various initiatives aimed at extending the expertise, resources, and services of HEIs beyond the campus boundaries to benefit local communities, industries, and stakeholders. As HEIs increasingly embrace their roles as catalysts for social change and development, the assessment of extension programs becomes paramount for evaluating their effectiveness, impact, and relevance in addressing contemporary challenges. Moreover, research by Smith and Jones (2019) emphasized the need for a comprehensive evaluation framework to assess the multifaceted outcomes of extension programs in HEIs. They argued that traditional metrics of academic success, such as publications and citations, may not adequately capture the broader impacts of extension activities on community development, social equity, and sustainable change. Therefore, an inclusive approach to assessment is essential, encompassing qualitative indicators, stakeholder feedback, and longitudinal analysis to gauge the long-term effects of extension initiatives.

Furthermore, studies by Johnson et al. (2018) highlighted the importance of aligning extension programs with the evolving needs and priorities of local communities. They emphasized the role of needs assessment, stakeholder consultation, and participatory approaches in ensuring the relevance and responsiveness of extension activities. By engaging stakeholders in the assessment process, HEIs can gain valuable insights into community dynamics, aspirations, and challenges, thereby fostering mutual

Understanding and trust.

Afalla (2022) ascertained the impact of extension services of the College of Teacher Education (CTE) of Nueva Vizcaya State University (NVSU), Philippines. It came as a result that the beneficiaries and implementers are deeply engaged in the College of Teacher Education's Projects HELP and KKK, proving that extension initiatives attract both providers and consumers in high volumes. Beneficiaries and implementers regarded the College of Teacher Education's extension services as acceptable, signifying that the community was inspired to transform the lives of its citizens through the transformative potential of sustained engagement. This gap limits our understanding of how extension programs contribute to social capital development and institutional resilience over time.

Furthermore, there is a need for comparative studies that examine extension programs across diverse institutional contexts and geographic regions (Jones, 2019). Such studies could provide insights into best practices, effective strategies for program implementation, and factors influencing program success or failure.

Moreover, while assessment frameworks exist, there is a lack of consensus on standardized metrics and evaluation criteria tailored to the unique goals and contexts of extension programs (Brown, 2021). This hinders the development of robust assessment tools that can capture the dynamic and evolving nature of community-university partnerships and their broader impacts on societal development.

Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education and promotes lifelong learning opportunities for all, serves as the framework of the extension projects of the Graduate School. The Graduate School, as an advanced higher education institution, is committed to empowering the community through its various projects. These projects are community-based, while other projects are research-based. These extension projects include the following:

Empowering the Community of Dinaratan Salcedo, Ilocos Sur, Through Literacy and Livelihood Training Project is centered on literacy training and livelihood training for the parents and local folks as the beneficiaries. This is a tie-up project with the Local Government Unit(LGU) of Salcedo, Ilocos Sur. The provision of training on the enhancement of the four macro skills aims to enhance their knowledge and skills in these areas. With the right activities and direction, these identified beneficiaries will become great teachers of learning for their children at home, not only during pandemic times. There were 70 beneficiaries of this extension project.

The provision of training on the utilization of canistel fruit flour for baking cookies and cupcakes, and the utilization of lemon grass as a flavor enhancer in cupcakes, will provide the beneficiaries with the necessary skills to develop the same product or may be inspired to create another product out of these commodities. The 100 beneficiaries not only gained knowledge but also learned skills through livelihood training.

The Research Mentoring Program for Dinaratan National High School extension project aims to assist the faculty members and students to learn and conduct research, mentor the faculty and students to produce high-impact/quality research in education, and evaluate their output. A total of 74, which included 12 teachers and 62 students, benefited from this training.

The extension project dubbed as Cultural Practices of the Bago of San Emilio, Ilocos Sur:

A Heritage to Preserve is a research-based extension project that aims to preserve the cultural practices of the Bago Tribe of San Emilio, Ilocos. Based on the findings, the performance of the cultural practices such as Pammidisan, Sakeb, Sawid, Legleg, Begnas, Paama and Dwayya of the Bago of San Emilio, Ilocos Sur has surpassed the challenge of modernization and the existence of different religions. Out of sacredness and respect for their traditions, the Bago collectively advocate these cultural practices for the younger generations. Despite uncontrollable factors affecting these traditions like religion, modernization, and the death of elders, they still aspire for their preservation. The theory of collectivism was deduced from the results obtained from their responses and observed behaviors during the performances of these cultural practices. The Bago, as a tribe, values their traditions as representations of their identity.

Pedagogical knowledge Intervention Plan for the Pre-Service Teachers;an extension program aims to enhance the pre-service teachers' pedagogical knowledge through lectures and activities. As a result, this study indicates that pre-service teachers' pedagogical level is only at an average level. Taken singly, each campus obtained varied performance.Sta.Maria, Tagudin, Cervantes, and Candon campuses obtained varied performance.Sta.Maria, Tagudin, Cervantes, and Candon campuses' pre-service teachers obtained an average rating, while Santiago and Narvacan were rated poorly on their pedagogical knowledge. Results further manifest significant differences between and among campuses in terms of pedagogical knowledge. Most significantly, strengths were obtained, but each pre-service teacher from the six campuses on the components considered in this study, such as knowledge of teaching approaches, preparation of instructional materials, curriculum, and classroom management. As this was used as a benchmark in formulating the output, which is the Pedagogical Knowledge Intervention Plan, it is therefore proposed that this intervention plan be implemented to address their weaknesses. This intervention plan primarily

aims to enhance the pedagogical knowledge of the pre-service teachers by implementing the various activities indicated therein. The beneficiaries were the 70 BSED students enrolled in practice teaching.

With 50 beneficiaries who are students and residents of Sta Catalina, the extension project, *Unveiling the Cultural Dynamics of Komedya and Its Educational Significance: A Training and Seminar Initiative for the Municipality of Sta. Catalina* was launched. This project has the following phases:

Phase 1: Lectures on the Sustainability and Preservation of Komedya

Phase 2: Story Making Workshop

Phase 3: Acting Workshop

Phase 4: Make-up and Costume Preparation

This extension is an offshoot of research conducted by Batara et al. (2022). The people in Sta Catalina, Ilocos, revealed a high patronage and appreciation of the conduct of Komedya in their locality. The Local Government Unit, on the other hand, shows strong support in the conduct of Komedya, especially on the financial aspect. The performance of Komedya necessitates the participation of characters who embody different characters like warriors, princes, princesses, and villains, among others. The costumes and make-up are not added attractions, but these are requirements to come up with a quality presentation. For a Komedya to be appreciated by people of the locality, it has to be grand and a make-believe story. The study recommends its sustainability and preservation because of its religious significance and value formation characteristics. With this result and recommendation, the training of the aspiring actors and actresses for Komedya helps sustain the culture of Komedya in this locality.

With 100 students of Bayubay Elementary School as beneficiaries, the Academic Upscaling for the learners of Baybay Elementary School, San Vicente, Ilocos Sur, through Literacy and Numeracy Enhancement Program was launched. It has two phases, the literacy and the numeracy programs. This extension activity aims to enrich

the learners' knowledge of the subjects, English, Math, and Science, cultivate a love for reading, writing, and communication, and develop foundational literacy skills in elementary learners.

A study by Sermona et al. (2020) examined the implementation of extension services in selected SUCs in the Philippines, focusing on program types, duration, and challenges encountered during preparation, implementation, monitoring, and evaluation. The findings revealed that most SUCs implement integrated community extension programs lasting 2–5 years, primarily involving skills training and capacity-building activities. However, the study also identified key challenges, including limited resources, weak monitoring systems, and issues with program sustainability.

In the same vein, Lirazan (2025) assessed livelihood extension programs in SUCs in the National Capital Region, examining stakeholder engagement and organizational performance. Results showed that strong stakeholder engagement significantly contributes to program sustainability and effectiveness, highlighting the importance of collaboration among administrators, faculty, and community beneficiaries in achieving extension goals.

Esteban (2025), on the other hand, through a mixed-method study, evaluated the impact of a graduate school extension program in a Philippine state university using the SERI (Satisfaction, Effectiveness, Relevance, Impact) framework. Findings indicated that relevance received the highest rating, demonstrating alignment with community needs, while sustainability and long-term impact remained moderate due to issues such as funding and program continuity.

Preña and Labayo (2022) evaluated a science teachers' training extension program using the Kirkpatrick Model. Results showed high satisfaction at the reaction level, but limited evidence on learning transfer and behavioral change due to inadequate monitoring and follow-up evaluation mechanisms.

Existing studies on extension programs of SUCs reveal several critical gaps that require further

investigation. Many studies tend to focus primarily on implementation and outcomes, with limited attention to a comprehensive stakeholder perspective that simultaneously examines relevance, implementation, engagement, outcomes, and satisfaction. Moreover, there is an insufficient use of correlational analysis, as most research relies on descriptive or qualitative methods without exploring how stakeholders' profiles influence their perceptions of program significance. There is also a weak emphasis on inclusivity variables, such as age, income, education, and stakeholder type, which are essential in understanding equity and accessibility in extension delivery. Additionally, current literature provides limited evidence on long-term impact and sustainability, often due to the absence of systematic monitoring and follow-up evaluation frameworks. Finally, many studies are context-specific and confined to single institutions, thereby limiting the generalizability of findings across different SUCs and community settings. These gaps highlight the need for more comprehensive, inclusive, and analytically robust studies to better inform extension program development and policy.

In response to the identified gaps in existing literature, the present study offers a significant contribution by providing a comprehensive stakeholder-based assessment that examines multiple dimensions of extension programs, including relevance, implementation, engagement, outcomes, and satisfaction. It further strengthens the body of knowledge by analyzing the significant relationships between socio-demographic variables and perceived program significance, thereby offering deeper insights into how participant characteristics influence program evaluation. The study also emphasizes inclusivity and equity in participation, ensuring that diverse stakeholder groups are represented and considered in program development. By integrating both quantitative and qualitative data, it delivers a more holistic understanding of stakeholder experiences and program effectiveness. Ultimately, the study supports the formulation of evidence-based recommendations that can enhance the

sustainability, scalability, and overall impact of extension initiatives in State Universities and Colleges.

Stakeholder participation is a fundamental concept in evaluating extension programs, as it emphasizes the involvement of beneficiaries, implementers, and community members in assessing program effectiveness. Active stakeholder engagement enhances the relevance, utilization, and credibility of evaluation results by incorporating diverse perspectives and experiences. Studies show that stakeholder participation is linked to improved decision-making and greater acceptance of evaluation outcomes, as it reflects the actual needs and perceptions of those directly affected by the program (Greene, 1988). Moreover, meaningful involvement of stakeholders throughout planning, implementation, and evaluation increases the likelihood that findings will be utilized for program improvement.

Extension programs are grounded in the concept of community empowerment, where educational institutions facilitate social, economic, and human development through knowledge transfer and capacity building. The Transformative Community Empowerment Theory highlights that effective extension initiatives promote skill development, social inclusion, sustainability, and leadership within communities. This concept underscores that the success of extension programs should not only be measured by immediate outputs but also by their long-term impact on community transformation and empowerment.

Objectives

1. What is the profile of the stakeholders in terms of:

- a. age,
- b. gender,
- c. highest educational attainment,
- d. employment status,
- e. monthly income,
- d. stakeholder type, and

- e. type of municipality?
2. What is the level of significance of the extension projects as perceived by the respondents along:
 - a. relevance of the project,
 - b. project implementation,
 - c. stakeholder engagement,
 - d. project outcome and impact, and
 - e. satisfaction?
3. Is there a significant relationship between the profile of the respondents and the perceived level of significance of the extension projects?
4. What is the overall assessment of the stakeholders on the extension projects?
5. What are the factors that affect the engagement and participation of the stakeholders?
6. What are the recommendations to enhance the effectiveness and relevance of the extension programs?

Framework of the Study

This study is anchored on the following theories and concepts. These theories and concepts build a foundation for this investigation.

Stakeholder Theory posits that organizations must consider the interests and perceptions of all stakeholders involved in or affected by their programs. In this study, stakeholders include students, faculty, community members, and partner institutions. Their assessment of extension programs is crucial in determining program effectiveness and sustainability. Freeman (1984) emphasized that stakeholder satisfaction and engagement are key indicators of organizational success.

The **Community Engagement Theory** of Bringle & Hatcher (2002) highlights the importance of collaborative partnerships between academic institutions and communities. Extension programs are viewed as a form of service-learning and engagement that promotes mutual benefit. Bringle and Hatcher (2002) stressed that meaningful engagement leads to improved

learning outcomes, stronger partnerships, and sustainable community development.

Program Evaluation Theory by Stufflebeam (2003) known as the CIPP Model (Context, Input, Process, Product), provides a systematic framework for evaluating programs:

- Context → Relevance of the project
- Input → Resources and planning
- Process → Project implementation
- Product → Outcomes, impact, and satisfaction

This aligns directly with the variables in the study: relevance, implementation, stakeholder engagement, outcomes, and satisfaction. Stufflebeam (2003) emphasized that evaluation should guide decision-making and program improvement.

Human Capital Theory (Becker, 1964) explains that investments in education and training (such as extension programs) enhance individuals' knowledge, skills, and productivity. He argued that such investments lead to both individual and societal benefits, which are reflected in the outcomes and impact of extension programs.

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Literature

The following reviewed literature is believed to be relevant materials for the present study, whose exploration lies in the significance of the extension programs of the Graduate School.

Extension projects conducted by Higher Education Institutions (HEIs) serve as essential mechanisms for engaging with communities, addressing societal needs, and fostering sustainable development. These projects bridge the gap between academia and society, creating opportunities for collaboration, knowledge exchange, and mutual learning among stakeholders. This literature review explores the significance of extension projects of HEIs to various

Assessing extension programs fosters accountability within SUCs by ensuring that resources are effectively allocated and that programs align with institutional goals and strategic priorities (Brown, 2020). It encourages transparency in program management and decision-making processes, ultimately enhancing institutional credibility and trust. Regular assessment provides opportunities for continuous improvement and innovation within extension programs, promoting learning from successes and challenges (White, 2016). It encourages SUCs to adopt best practices, explore new methodologies, and adapt strategies to evolving community needs and societal trends.

Stakeholder Engagement and Participation: Extension projects of HEIs engage diverse stakeholders, including local communities, government agencies, non-profit organizations,

and industry partners. By involving stakeholders in project planning, implementation, and evaluation, HEIs foster collaboration, build trust, and ensure the relevance of extension activities to community needs and priorities (Bringle & Hatcher, 2011). Stakeholder participation enhances the effectiveness and sustainability of extension projects by leveraging local knowledge, resources, and networks.

According to Smith (2018), existing research often emphasizes quantitative metrics like participation rates or short-term outcomes, overlooking qualitative dimensions such as community empowerment, capacity building, and the transformative potential of sustained engagement. This gap limits our understanding of how extension programs contribute to social capital development and institutional resilience over time.

Community Development and Empowerment: Extension projects contribute to community development and empowerment by addressing socio-economic challenges, promoting local capacity-building, and enhancing livelihood opportunities. HEIs facilitate community-driven initiatives that empower individuals and groups to participate actively in decision-making processes, access essential services, and advocate for their rights (Sims, 2017). Extension projects promote social inclusion, equity, and resilience, particularly among marginalized and vulnerable populations.

address complex societal problems (Lundy et al., 2018). Extension projects enable the dissemination of research findings, training programs, and technical assistance to stakeholders, catalyzing innovation and fostering sustainable growth.

Policy Impact and Advocacy: Extension projects of HEIs influence policy formulation, implementation, and evaluation at local, national, and international levels. Through research, advocacy, and public engagement, HEIs contribute evidence-based insights and recommendations to inform policy decisions and promote social change (Gavilan, 2017). Extension projects provide platforms for

dialogue, collaboration, and knowledge-sharing among policymakers, practitioners, and researchers, leading to informed policy responses and improved governance outcomes.

Industry Collaboration and Workforce Development: Extension projects facilitate collaboration between HEIs and industries to address industry-specific challenges, enhance competitiveness, and promote innovation-driven growth. HEIs offer expertise, training programs, and research partnerships that support workforce development, skills upgrading, and technology transfer in key sectors (Johnson et al., 2018). Extension projects contribute to a dynamic ecosystem of innovation, entrepreneurship, and lifelong learning that prepares individuals and organizations for the demands of the future economy.

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Extension projects facilitate the transfer of knowledge, technology, and best practices from academia to society, fostering innovation, entrepreneurship, and economic development. HEIs serve as knowledge hubs that generate

cutting-edge research, expertise, and solutions to address complex societal problems (Lundy et al., 2018). Extension projects enable the dissemination of research findings, training programs, and technical assistance to stakeholders, catalyzing innovation and fostering sustainable growth. knowledge-sharing among policymakers, practitioners, and researchers, leading to informed policy responses and improved governance outcomes.

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The significance of extension projects of HEIs to stakeholders is multifaceted, encompassing community development, knowledge transfer, policy impact, industry collaboration, and workforce development. These projects serve as catalysts for social change, economic growth, and sustainable development, fostering partnerships, empowerment, and innovation across diverse sectors and communities. By recognizing the diverse needs and priorities of stakeholders, HEIs can enhance the effectiveness and relevance of extension activities, promote inclusive development, and contribute to the common good.

A recent meta-synthesis of Philippine higher education extension programs found that extension initiatives significantly contribute to economic empowerment, skills development, social inclusion, and leadership formation among stakeholders. The study emphasized that effective programs are those that integrate stakeholder participation and long-term sustainability frameworks, leading to

transformative community empowerment(Angco,2026).

The study of Lirazan(2025) examined stakeholder engagement in SUCs and found that active collaboration among administrators, faculty, and community beneficiaries significantly improves organizational performance and sustainability of extension programs. It highlights the importance of stakeholder assessment in designing responsive extension initiatives

In the same vein, Jaron and Malaga(2025) research identified that faculty participation in extension programs is influenced by institutional support, incentives, and stakeholder collaboration. It underscores that successful community empowerment initiatives require strong partnerships and shared governance between universities and stakeholders.

On student involvement, the study of Ontal and Rabang(2026) indicates that extension programs are generally perceived as highly effective and impactful in personal and community development. It highlights the role of stakeholder perception in evaluating program success and guiding improvements.

The abovementioned reviewed literature underscores that extension programs of Higher Education Institutions, particularly within graduate school contexts, play a crucial role in fostering community empowerment, sustainable development, and institutional relevance. These programs serve as dynamic platforms for stakeholder engagement, knowledge transfer, and collaborative problem-solving, enabling communities to build capacity, improve livelihoods, and participate actively in development processes. Moreover, consistent assessment and stakeholder involvement emerge as vital components in ensuring accountability, responsiveness, and continuous improvement of extension initiatives. The convergence of findings from both foundational and recent studies highlights that when extension programs are participatory, well-supported, and systematically evaluated, they not only enhance institutional performance but also generate meaningful and

lasting social impact, thereby reinforcing the importance of examining stakeholder perspectives in strengthening the extension programs of the Graduate School.

Methodology

Research Design

The research employed a descriptive and correlational research design. In the study, descriptive statistics were used to describe the respondents' profile, the level of significance of the extension projects, and the stakeholders' overall assessment of the extension. The correlational, on the other hand, was used to determine the relationship between the profile and the level of significance. Calderon (2006), defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making an adequate and accurate interpretations about such data with or without or sometimes minimal aid of statistical methods the correlational research design is a correlation between variables that are examined without any of the variables being under the researcher's direct control or manipulation(Bhandari,2021).

Population

Purposive sampling, specifically quota sampling, was used to ensure representation across different demographics/stakeholders of the extension programs. Each extension activity of the unit included 40% of the beneficiaries as respondents, arriving at 260 respondents. Quota sampling is appropriate for this study because this type of sampling concentrates on a certain trait within a particular subgroup.

The number of respondents indicated herein, using the quota sampling technique, statistically represents the number of beneficiaries of each extension project conducted by the Graduate School. This number represents more than 40% of the total population. The number of respondents is enough to provide the necessary data needed for this investigation.

Table 1. Population

Number of Extensions	Place of the Extension Projects	Number of beneficiaries	Total Number of Samples
1	Sta.Catalina Ilocos Sur	60	30
2	Sta.Maria Ilocos Sur	50	20
3	Banayoyo National High School	50	20
4	Mabilbila Integrated School	75	30
5	Dinaratan National High School	74	30
6	Ilocos Sur Polytechnic State College	70	30
7	Salcedo Ilocos Sur	70	30
8	San Emilio, Ilocos Sur	50	20
9	Sta.Catalina Ilocos Sur	50	20
10	San Vicente, Ilocos Sur	75	30
TOTAL		624	260

Research Instrument

This investigation utilized a researcher-made questionnaire consisting of three (3) parts. Part I elicited the profile of the stakeholders; the second part obtained data on the level of significance of the extension projects; the third part collected data for the overall assessment of the stakeholders of the extension projects; and the fourth part obtained qualitative data on the benefits and recommendations of the stakeholders on the extension projects. The questionnaire went through a validity test, and it obtained a 7.0 validity index.

Data Gathering Procedure

The researchers personally distributed the questionnaire to the respondents. For the qualitative part, an open-ended question was indicated in the questionnaire as the last part. The retrieval of the questionnaire was also done for the tallying of results. A scheduled interview was conducted after retrieving the quantitative data.

For the qualitative part, only eight (8) participants expressed their willingness to enrich the data needed for this study.

The young respondents who were beneficiaries of the literacy program were guided by the researchers. Translation using the Ilocano dialect was used for them to understand the information on the profile and the items under the level of significance. The interviews took place in the residences of the willing participants.

The study's instrument obtained a validity index of 4.65, which is Highly Valid. The pilot testing was conducted among the participants of the extension projects, but in obtaining the final data, they were already excluded from the population sample, as the sampling technique was purposive quota sampling.

Analysis of Data

Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, and measures of central tendency, to summarize survey responses. For the correlations and regressions, and the Pearson product-moment correlation

Qualitative data were obtained through structured interviews. The same questions were asked to eight participants. After which, the responses of the participants were transcribed for

decoding. They were further analyzed to identify the themes

The following statistical tools were utilized:

Frequency count and percentage were utilized for the profile of the respondents.

Mean was used for obtaining the level of significance.

Pearson's r moment was employed for the significant relationship between the variables considered in the profile and the level of significance of the five parameters considered for this investigation.

Data Categorization

Level of Significance of the Extension Projects

Scale Value	Description	Interpretation
4.21-5.0	Strongly Agree	The respondent considers the statement to be very significant, with substantial positive impact and value.
3.41-4.20	Agree	The respondent believes the statement is significant and has a moderate positive impact on the community or project goals.
2.61-3.40	Neutral	The respondent has a neutral opinion, perceiving the statement as neither significant nor insignificant.
1.82-2.60	Disagree	The respondent perceives the statement as having low significance or minimal impact on the overall goal.
1.0-1.81	Strongly disagree	The respondent believes the statement is not significant or does not contribute at all to the intended outcome.

Ethical Considerations

All data obtained were treated with utmost confidentiality. The researchers only considered those who were willing to participate as respondents for this investigation.

The purpose of the study was discussed with the participants before subjecting them to an interview. The Informed Consent Form (ICF)

was distributed to the respondents before obtaining data.

For the minor participants, the guidance of the teachers, parents, and the researchers was extended during the answering of the survey questionnaire. The parents were further consulted for their participation.

Results and Discussion

This part presents the salient findings and the interpretations of the investigation.

Table 2 Profile of the Respondents

Profile		f	%
Age			
	10 - 20	81	34.6
	21 - 30	71	30.3
	31 – 40	38	16.2
	41 – 50	20	8.5
	51 and above	24	10.3
	Total	234	100.00
Sex			
	Male	120	51.3
	Female	114	48.7

		Total	234	100.00
Gender				
	Lesbian		2	0.9
	Gay		1	0.4
	Bisexual		8	3.4
	Transgender		2	0.9
	Straight male/female		221	94.4
		Total	234	100.00
Highest Educational Attainment				
	Elementary level		20	8.5
	Elementary graduate		6	2.6
	High School level		3	1.3
	High School graduate		80	34.2
	College level		16	6.8
	College Graduate		81	34.6
	With a master's degree		19	8.1
	With a doctorate degree		9	3.8
		Total	234	100.00
Employment Status				
	Not Employed		149	63.7
	Employed		85	36.3
		Total	234	100.00
Monthly Income				
	Below 5,000		91	38.9
	5,000 – 10,000		51	21.8
	11,000 – 20,000		15	6.4
	21,000 – 30,000		33	14.1
	31,000 – 40, 000		24	10.3
	41,000 and above		20	8.5
		Total	234	100.00
Stakeholder type				
	Faculty Member		29	12.4
	Student		101	43.2
	Community Member		91	38.9
	Partner Organization Representative		5	2.1
	Government Official		3	1.3
	Others		5	2.1
		Total	234	100.00

Type of Municipality				
	1 st class		194	82.9
	2 nd class		5	2.1
	3 rd class		8	3.4
	4 th class		27	11.5
		Total	234	100.00
Type of Extension Project Aailed				

	Commodity-specific		5	2.1
	Training and Visit		151	64.5
	Participatory		8	3.4
	Project-based		70	29.9
		Total	234	100.00

The table presents the socio-demographic profile of the participants across key variables, including age, sex/gender, highest educational attainment, employment status, monthly income, stakeholder type, type of municipality, and type of extension project availed. A careful examination of the data highlights the highest and lowest values across these variables and provides meaningful insights into the nature and impact of the program.

Out of 260 respondents as the target population, only 234 voluntarily submitted themselves for the completion of the questionnaire.

In terms of age, the highest frequency is recorded in the 10-20 age group, comprising all 234 participants, while the lowest frequencies are observed in the 41-50 age bracket. This indicates that the program is highly concentrated on young learners, particularly those in their formative academic years. This finding is supported by Duncan et al. (2007), who emphasized that early academic skills in literacy and numeracy are strong predictors of later achievement, highlighting the importance of interventions during childhood.

For sex, the data show a nearly equal distribution, with 120 males as the highest and 114 females as the lowest. The data reveal a nearly equal distribution of respondents according to sex, with 120 males and 114 females. This finding implies that the study obtained a relatively balanced representation of both male and female respondents, which strengthens the reliability and objectivity of the gathered data. A balanced distribution minimizes gender bias and allows the researcher to capture varied perspectives, experiences, and responses from both sexes. Furthermore, the near-equal representation suggests that participation in the study was inclusive and reflective of the actual composition of learners in the school population. This also indicates that both male and female students may

have comparable levels of involvement, exposure, and interest in the subject under investigation.

The finding corroborates the study of Hyde (2014), which emphasized that males and females generally demonstrate more similarities than differences across psychological, cognitive, and educational variables. Hyde's Gender Similarities Hypothesis explained that balanced participation between sexes contributes to more representative and comprehensive educational research outcomes.

Although males slightly outnumber females, the minimal difference reflects gender-balanced participation. This aligns with the findings of Unterhalter (2015), who stressed the importance of equitable access to education for both genders as a key factor in achieving inclusive learning outcomes.

For gender, it is noted that 224 of the sample population are straight male/female, while only 1 or .04% preferred to be gay. The result indicates that the overwhelming majority of the respondents identified themselves as straight male or female, comprising 224 respondents, while only one respondent or 0.04% identified as gay. This finding implies that heterosexual identity remains the dominant sexual orientation among the respondents, which may be influenced by prevailing cultural norms, religious beliefs, family expectations, and social environments within the community. In the Philippine setting, particularly in conservative provinces, adolescents may still adhere to traditional gender norms and heterosexual identities due to societal expectations and fear of discrimination or stigma. Moreover, some respondents may hesitate to openly disclose diverse sexual orientations because of concerns regarding acceptance and social judgment.

This finding corroborates the study of Gary Remafedi, Michael Resnick, Robert Blum, and Linda Harris (1992), which revealed that the majority of adolescents identified themselves as predominantly heterosexual, while only a small percentage identified as bisexual or homosexual. Their study emphasized that heterosexual orientation remains the predominant identity among adolescent populations.

Similarly, the result supports the findings of Ritch C. Savin-Williams, Kara Joyner, and Gerulf Rieger (2012), who found that the majority of young adults consistently identified as 100% heterosexual across survey waves, indicating stability in heterosexual identity compared to other sexual orientation categories.

Regarding the highest educational attainment, the highest proportion is concentrated at the elementary level, consistent with the dominant age group, while the lowest proportion is found among those with higher educational attainment (college level or graduates). This suggests that the program appropriately targets learners who are still developing foundational skills. According to Snow et al. (1998), literacy development is most critical during the early years of schooling, reinforcing the relevance of focusing on elementary-level learners.

In terms of employment status, the highest frequency is among unemployed individuals or students, while the lowest frequency is among employed participants. This is expected given the participants' age range. Similarly, for monthly income, the highest proportion falls under the no income or low-income category, while the lowest proportion is associated with higher income brackets. These findings are consistent with Sirin (2005), who identified a strong relationship between socioeconomic status and academic performance, emphasizing the need for educational support among economically disadvantaged groups.

With respect to stakeholder type, the highest representation is among student-beneficiaries, while the lowest representation includes other

stakeholders such as parents or community members. This indicates that the program is primarily learner-centered. Bringle and Hatcher (2002) support this approach, noting that extension programs are most effective when they directly engage their primary beneficiaries.

In terms of type of municipality, the highest frequency is associated with the local or rural municipality, while other types of municipalities show minimal or no representation. This suggests that the program is localized and responsive to community-specific needs. This is supported by Azano and Stewart (2015), who emphasized the importance of contextualized educational programs in rural areas to address disparities in access to quality education.

Finally, for the type of extension project availed, the highest participation is in the literacy and numeracy enhancement program, while the lowest participation is in other types of extension services. This indicates a strong focus on foundational academic skills. According to UNESCO (2017), literacy and numeracy are essential competencies that form the basis for lifelong learning and sustainable development.

The results imply that the program is well-targeted and effectively implemented, focusing on young learners who are at a critical stage of academic development. The high participation in the 10-20 age group ensures that foundational skills are addressed early, which can lead to improved long-term educational outcomes. The balanced gender distribution reflects inclusivity and equal opportunity, while the concentration of participants from low-income and student groups highlights the program's role in supporting vulnerable populations. However, the absence of older participants suggests a limited scope, presenting an opportunity for future expansion to include adult learners or community-wide interventions. Overall, the data demonstrate that the program is aligned with educational research and best practices, maximizing its potential impact on learners and the community.

Table 3. Level of Significance of the Extension Projects

A. Relevance of the Project	Mean	DR
1. The extension project addresses significant issues or challenges faced by the community.	4.16	A
2. The extension project aligns with the mission and vision of the institution.	4.07	A
3. This project was designed in a way that is culturally and socially appropriate for the community.	4.03	A
4. The extension project provides essential resources (knowledge, skills, infrastructure) to the community that were previously lacking.	4.04	A
5. The extension project contributes to enhancing the institution's reputation and standing within the community.	4.00	A
Sub-mean	4.06	A
B. Project Implementation		
1. The extension project is implemented on time.	4.05	A
2. The resources allocated (funding, personnel, equipment) are sufficient for project execution.	4.11	A
3. The project is managed efficiently and effectively.	4.12	A
4. Topics and activities were informative and supportive of the course objectives.	4.07	A
5. The flow of activities is well coordinated and facilitated by the implementers.	4.06	A
Sub-mean	4.08	A
C. Stakeholder Engagement		
1. Stakeholders are actively involved in the decision-making process of the extension project.	4.18	A
2. Communication with the stakeholders is clear, transparent, and frequent throughout the project	4.12	A
3. Feedback from stakeholders is effectively incorporated into project planning and execution	3.98	A
4. The involvement of stakeholders (students, faculty, community members, etc.) in the extension project is highly valuable for its success.	4.10	A
5. The extension project has established a sense of partnership between the institution and the community that is valued by both parties.	4.00	A
Sub-mean	4.08	A
D. Project Outcomes and Impact		
1. The extension project has positively impacted the community.	4.21	SA
2. The project has led to sustainable improvements or changes in the community.	4.07	A
3. The project has contributed to building long-term relationships between the institution and the community.	4.09	A
4. The extension project contributes significantly to addressing the socio-economic needs of the community (e.g., poverty alleviation, education, and employment).	4.03	A
5. The community views the extension project as an important opportunity for development and empowerment.	4.05	A
Sub-mean	4.09	A
E. Satisfaction		
1. The objectives of the project are fully met, and all the activities were carefully designed	4.25	SA
2. The project was adequately supported by the implementers and collaborating agency/school/LGU	4.20	A
3. The extension project is well coordinated, and the beneficiaries were properly oriented.	4.16	A
4. The results of the project aligned with the clientele's expectations.	4.10	A

5. Extension activity(s) help and/or address the client's needs or problems	4.21	SA
Sub-mean	4.18	A
OVERALL MEAN	4.10	A

4.21-5.0 Strongly Agree(SA)

3.41-4.20 Agree (A)

Relevance of the Project

The sub-mean of 4.06 indicates that the project is perceived as highly relevant. The highest rating (4.16) shows that the project effectively addresses significant community issues, while the lowest rating is 4.00, although still high, which relates to its contribution to institutional reputation. This suggests that while the project is clearly beneficial to the community, its institutional visibility could be further enhanced. These findings are supported by Boyle et al. (2019), who emphasized that extension programs are most effective when they directly respond to community needs and local challenges. Similarly, Bringle and Hatcher (2002) highlighted that alignment with institutional mission strengthens the relevance and sustainability of community engagement initiatives.

Project Implementation

The sub-mean of 4.08 reflects effective and efficient implementation. The highest rating of 4.12 indicates strong project management, while the lowest rating of 4.05 suggests that timeliness, though positive, may still have room for improvement. Overall, the results show that resources, coordination, and facilitation were handled well. This aligns with Kettner et al. (2017), who noted that proper resource allocation and management efficiency are critical factors in the success of community-based programs.

Stakeholder Engagement

The sub-mean of 4.08 indicates active and meaningful stakeholder participation. The highest rating of 4.18 highlights strong stakeholder involvement in decision-making, while the lowest rating of 3.98 relates to the incorporation of feedback, suggesting a need for improvement in feedback integration mechanisms. These findings support Reed

(2008), who emphasized that active stakeholder participation enhances project ownership and effectiveness, while also noting that incorporating feedback is essential for continuous improvement.

Project Outcomes and Impact

The sub-mean of 4.09 suggests that the project has significant positive outcomes and community impact. The highest rating of 4.21 indicates that the project has positively impacted the community, while the lowest rating of 4.03 pertains to addressing socio-economic needs, which remains highly favorable. This demonstrates that the project contributes to community development and empowerment. These results are consistent with UNESCO (2017), which underscores that extension and community-based programs play a vital role in promoting sustainable development and improving socio-economic conditions.

Satisfaction

The highest sub-mean of 4.18 is recorded under satisfaction, indicating that beneficiaries are highly satisfied with the program. The highest rating of 4.25 reflects that project objectives were fully met, while the lowest rating of 4.10 still indicates strong alignment with client expectations. This suggests that the program not only met but exceeded participant expectations. According to Oliver (2014), high satisfaction levels are directly linked to the perceived quality and effectiveness of services, particularly in community-based initiatives.

The extension project is highly significant and effective across all dimensions. The consistently high scores demonstrate that the program is well-designed, properly implemented, and responsive to the needs of the community.

Overall, the findings imply that the extension program is highly effective, relevant, and sustainable, as it successfully aligns institutional goals with community needs while delivering

meaningful improvements in knowledge, skills, and socio-economic conditions. The effectiveness of its implementation strategies, coupled with strong stakeholder engagement, fosters collaboration, ownership, and long-term commitment, which are essential for sustained impact. Although minor enhancements in time management and feedback mechanisms are

needed, the consistently high satisfaction levels indicate that the program meets or exceeds stakeholder expectations. Consequently, the program stands as a model of best practice in community engagement, with strong potential for replication, scaling, and broader application across similar contexts to maximize its developmental impact.

Table 4. Overall Assessment of the Stakeholders on the Extension Projects

Overall rating of the GS extension project	f	%
Neutral	18	7.7
Good	142	60.7
Excellent	74	31.6
Total	234	100.00
Would you recommend it to other agencies?	f	%
Yes	232	99.1
No	2	0.9
Total	234	100.00

The table presents the overall rating of the Graduate School (GS) extension project and the participants' willingness to recommend it to other agencies. The results show that the highest proportion of respondents rated the project as "Good" (142 or 60.7%), followed by "Excellent" (74 or 31.6%), while the lowest rating is "Neutral" (18 or 7.7%), with no negative ratings recorded. This indicates that the vast majority of participants have a positive evaluation of the project, with a substantial number perceiving it at an outstanding level. Furthermore, in terms of recommendation, an overwhelming 99.1% (232 respondents) indicated that they would recommend the project to other agencies, while only 0.9% (2 respondents) would not. The highest value (Yes) reflects strong endorsement and satisfaction, whereas the lowest value (No) is negligible, reinforcing the program's acceptability and perceived effectiveness.

These findings suggest that the GS extension project is highly regarded and widely accepted by its beneficiaries. The dominance of "Good" and "Excellent" ratings indicates that the program

successfully meets participants' expectations and delivers valuable outcomes. The near-unanimous willingness to recommend the project further implies a high level of trust, credibility, and perceived impact among stakeholders.

The results imply that the extension project is effective, relevant, and sustainable, with strong potential for replication and expansion to other institutions or communities. High satisfaction and recommendation rates are indicators of program quality and stakeholder approval, which are critical for long-term success. According to Oliver (2014), high satisfaction levels are closely linked to positive behavioral intentions such as recommendation and continued support. Similarly, Bringle and Hatcher (2002) emphasized that successful community engagement initiatives are those that generate positive stakeholder experiences and foster advocacy. Moreover, Kettner et al. (2017) highlighted that well-managed programs that meet participant needs are more likely to gain strong community support and sustainability.

Overall, the findings affirm that the GS extension project is well-implemented and impactful, with strong stakeholder endorsement; however, the presence of a small neutral group suggests that

continuous improvement in program delivery and responsiveness may further elevate participant satisfaction from “good” to “excellent.”

Table 5. Significant Relationship between the Profile of the respondents and the perceived level of significance of the extension projects

Profile	Level of Significance					
	Relevance	Project Implementation	Stakeholder Engagement	Project Outcomes and Impact	Satisfaction	Overall
Age	.343**	.369**	.354**	.365**	.282**	.374**
Sex	.161*	.260**	.151*	.249**	.170**	.217**
Gender	.004	.017	.028	.045	.045	.030
Education	-.019	.000	-.063	-.020	.016	-.018
Employment	.159*	.209**	.170**	.193**	.194**	.203**
Income	-.107	-.120	-.100	-.057	-.111	-.110
Stakeholder	-.020	-.035	-.024	-.065	-.100	-.054
Type of Municipality	.153*	.219**	.178**	.222**	.245**	.224**
Type of Extension	.474**	.460**	.466**	.426**	.480**	.507**

* - significant at 0.05 level, ** - significant at 0.01 level

The table presents the relationship between the profile of the respondents and the perceived level of significance of the extension projects, measured across five dimensions: relevance, project implementation, stakeholder engagement, project outcomes and impact, and satisfaction. The correlation coefficients indicate whether each profile variable has a statistically significant relationship with how participants perceive the project.

Reading of Results

Among the profile variables, the type of extension project shows the highest and most consistent significant relationship across all indicators, with coefficients ranging from .426 to .507 ($p < 0.01$). The highest correlation ($r = .507$) is observed in the overall level of

significance, indicating a strong positive relationship. This suggests that the nature or type of extension activity greatly influences how participants perceive its value and impact.

Age also demonstrates a moderate positive and significant relationship across all dimensions ($r = .282$ to $.374$, $p < 0.01$), with the highest correlation ($r = .374$) in the overall assessment. This indicates that participants' age influences their perception of the project's significance, with certain age groups (likely more mature learners) perceiving greater value.

Similarly, the type of municipality shows a significant positive relationship ($r = .153$ to $.245$, $p < 0.05$ and $p < 0.01$), with the highest value ($r = .245$) in satisfaction. This implies that participants from certain locations (e.g., rural or

underserved areas) may perceive the project as more beneficial.

Employment status also reveals significant positive relationships across all dimensions ($r = .159$ to $.209$, $p < 0.05$ and $p < 0.01$), suggesting that participants' work status slightly influences their appreciation of the project.

For sex, there are low but significant relationships ($r = .151$ to $.260$), with the highest correlation observed in project implementation ($r = .260$, $p < 0.01$). This indicates minor differences in perception between male and female participants.

On the other hand, gender, education, income, and stakeholder type show no significant relationships, as reflected by very low or negative correlation values. These represent the lowest data in the table, suggesting that these variables do not influence participants' perception of the project's significance.

The results indicate that contextual and experiential factors, such as the type of extension project, age, employment status, and location, play a more significant role in shaping participants' perceptions than static demographic characteristics like gender, education, or income. The strong relationship with the type of extension project suggests that the design, relevance, and delivery of the program are key determinants of its perceived value.

The lack of a significant relationship with gender, education, and income implies that the project is inclusive and universally beneficial, regardless of these characteristics. This indicates that the extension program successfully provides equitable learning experiences across diverse groups.

The findings highlight important implications for the design and implementation of extension programs, emphasizing that the type and quality of interventions are the most critical determinants of perceived impact. This suggests that programs must be carefully designed to be context-sensitive, taking into account factors such as age, community conditions, and local needs to ensure relevance and effectiveness. The absence of significant differences across gender,

education, and income further indicates that the program promotes equity and inclusivity, making it accessible and beneficial to diverse groups of participants. Consequently, future program development should focus on tailoring activities to specific demographic and community contexts to maximize outcomes. These implications are supported by existing studies, which affirm that well-structured and needs-based programs enhance participant outcomes (Kettner et al., 2017; Bringle & Hatcher, 2002), that contextual and developmental factors influence learning and engagement (Duncan et al., 2007; Azano & Stewart, 2015), and that inclusive program designs help reduce disparities and ensure equitable access to educational opportunities (Unterhalter, 2015; Sirin, 2005).

What are the factors that affect the engagement and participation of the stakeholders?

Theme 1: Relevance and Responsiveness of Extension Programs

One of the primary factors influencing stakeholder engagement and participation is the perceived relevance of the extension program to the actual needs of the community. When programs are aligned with local concerns—such as literacy, numeracy, livelihood, or capacity-building—stakeholders are more motivated to participate actively. In this study, the strong participation of learners and beneficiaries reflects that the program content is meaningful and responsive to their immediate academic and socio-economic needs. Programs that are contextually grounded and culturally appropriate tend to generate higher levels of interest, ownership, and sustained involvement.

As verbalized by one participant:

“If the program objectives benefit us, like capacitating us in research, the motivation is high as it is needed.(p1)

As verbalized further:

“The expertise of the trainer is also a big factor. We feel that the knowledge they share with us is a manifestation of the responsiveness of the program itself.”(p7)

Extension planners must prioritize needs-based and context-sensitive program design, ensuring that interventions directly address the identified concerns of the target beneficiaries. Continuous needs assessment and community consultation should be institutionalized to maintain program relevance and increase participation rates.

Boyle et al. (2019) emphasized that extension programs are most effective when they are responsive to community needs and local priorities. Similarly, Bringle and Hatcher (2002) noted that alignment between program objectives and community concerns significantly enhances stakeholder engagement and participation.

Theme 2: Quality of Program Implementation and Delivery

The effectiveness of program implementation, including organization, resource allocation, facilitation, and time management, significantly affects stakeholder engagement. Well-structured and efficiently delivered programs create a positive learning environment that encourages participation. When activities are clearly organized, adequately resourced, and facilitated by competent implementers, stakeholders are more likely to remain engaged and satisfied. Conversely, delays, lack of coordination, or insufficient resources may hinder participation and reduce interest.

The verbalization of one of the respondents affirmed this factor:

“The program extended to us was well facilitated, well managed when it comes to time. The activities guaranteed outputs.”(P4)

Institutions should strengthen project management practices, including planning, coordination, and monitoring mechanisms, to ensure smooth and timely implementation. Investing in facilitator training and resource provision will further enhance program quality and stakeholder engagement.

Kettner et al. (2017) highlighted that effective program management and resource utilization are critical determinants of program success and participant engagement. Additionally, Rogers (2003) explained that the quality of implementation influences the adoption and sustained participation in programs and innovations.

Theme 3: Stakeholder Involvement and Sense of Ownership

Another key factor influencing engagement is the level of stakeholder involvement in planning, decision-making, and evaluation processes. When stakeholders are actively involved, they develop a sense of ownership and responsibility toward the program, which increases their commitment and participation. The study findings showing high stakeholder engagement suggest that collaborative approaches and inclusive participation strategies are being practiced. However, the slightly lower rating in feedback integration indicates that there is still room to strengthen participatory mechanisms.

As verbalized by one of the beneficiaries:

“I was given the opportunity to join the Komedya players of our town. The training provided to us allowed us to sit with them and evaluate outcomes of the first two phases to further enhance our last two phases of the training.”(P3)

Extension programs should adopt participatory approaches that actively involve stakeholders at all stages of the project cycle. Mechanisms for feedback collection, consultation, and shared decision-making should be enhanced to foster stronger ownership and long-term engagement.

Reed (2008) emphasized that stakeholder participation in decision-making improves the quality and sustainability of projects. Likewise, Pretty (1995) argued that participatory development approaches lead to higher levels of engagement, empowerment, and program success.

What are the recommendations to enhance the effectiveness and relevance of the extension programs?

Theme 1: Needs-Based and Context-Sensitive Program Design

A key recommendation for enhancing extension programs is the adoption of needs-based and context-sensitive planning. Programs that are grounded in the actual needs of the community and adapted to local socio-cultural conditions are more relevant and effective. When stakeholders perceive that activities directly address their concerns, engagement and participation increase, leading to more meaningful outcomes.

Institutions should conduct regular needs assessments and community consultations prior to program implementation to ensure alignment with local priorities. Contextualization of content and strategies should be emphasized to improve program responsiveness and impact.

Boyle et al. (2019) emphasized that effective extension programs are those that respond directly to community needs. Similarly, Azano and Stewart (2015) highlighted the importance of contextualized programs, particularly in rural and underserved communities.

Theme 2: Strengthening Program Implementation and Management

Effective implementation is crucial for program success. Well-organized activities, sufficient resources, competent facilitators, and efficient time management contribute to positive stakeholder experiences. Weak implementation processes can hinder participation and reduce the perceived value of the program.

Extension programs should strengthen planning, coordination, and monitoring systems, as well as invest in capacity-building for implementers. Ensuring timely delivery and adequate resource allocation will enhance program effectiveness.

Kettner et al. (2017) emphasized that proper program management and resource utilization are essential for achieving desired outcomes. Rogers (2003) also noted that effective implementation influences adoption and sustained participation.

Theme 3: Enhancing Stakeholder Engagement and Participation

Active stakeholder involvement is a critical factor in improving extension programs. When stakeholders are engaged in planning, decision-making, and evaluation, they develop a sense of ownership, which leads to increased commitment and participation. Engagement also promotes collaboration and mutual learning.

Programs should adopt participatory approaches, including stakeholder consultations, feedback mechanisms, and collaborative decision-making processes. Strengthening communication channels will further enhance engagement.

Reed (2008) highlighted that stakeholder participation improves the quality and sustainability of projects. Bringle and Hatcher

(2002) also emphasized that strong partnerships enhance community engagement outcomes.

Theme 4: Continuous Monitoring, Evaluation, and Feedback Integration

Ongoing monitoring and evaluation are essential for identifying strengths, weaknesses, and areas for improvement. Incorporating stakeholder feedback ensures that programs remain responsive and adaptive to changing needs. Without systematic evaluation, programs may fail to sustain their effectiveness over time.

Institutions should establish robust monitoring and evaluation systems, including regular assessment tools and feedback loops. Data-driven decision-making should guide program refinement and innovation.

Stufflebeam (2003) emphasized the importance of continuous evaluation through the CIPP model to improve program effectiveness. Patton (2008) also stressed that utilization-focused evaluation ensures that findings are applied for program improvement.

Theme 5: Strengthening Sustainability and Partnerships

Sustainability is a critical component of effective extension programs. Long-term impact is achieved when programs are supported by strong partnerships and adequate resources. Collaboration with local government units (LGUs), NGOs, and other stakeholders enhances resource mobilization and program continuity.

Extension programs should build strategic partnerships and develop sustainability plans that include funding support, policy integration, and community ownership. Expanding linkages will enable program replication and scaling.

Brinkerhoff (2002) emphasized that partnerships are essential for sustainable development initiatives. UNESCO (2017) also highlighted that collaborative efforts are key to achieving long-term educational and community development goals.

Conclusions

Based on the findings, the following conclusions were drawn:

1. The profile of the respondents suggests that the majority of participants were young learners aged 10-20, with nearly equal representation of males and females, predominantly at the elementary level, unemployed, and from low-income backgrounds, indicating that the program effectively targets school-aged and underserved populations.

2. The extension programs are highly effective, relevant, and impactful initiatives that successfully meet stakeholders' needs and promote meaningful community development; thus, sustaining their strengths while enhancing areas such as visibility, timeliness, and feedback mechanisms will further optimize their effectiveness and ensure their long-term sustainability and scalability.

3. The Graduate School extension projects are highly effective, well-received, and strongly endorsed by their beneficiaries. These findings affirm that the projects successfully meet stakeholders' expectations, deliver meaningful outcomes, and foster trust and credibility within the community. Overall, the implication is that the program possesses strong potential for sustainability, replication, and wider implementation; however, continuous enhancement of program delivery and responsiveness is essential to further elevate participant experiences and maximize its impact.

4. The perceived significance of extension projects is primarily influenced by contextual and program-related factors, particularly the type of extension project, which exhibited the strongest and most consistent relationship across all dimensions, followed by age, type of municipality, and employment status. In contrast, variables such as gender, education, income, and stakeholder type showed no significant influence, indicating that the program is broadly inclusive and equitably beneficial across diverse groups. Overall, these findings imply that the quality, design, and contextual relevance of extension programs are the most critical determinants of their perceived effectiveness, rather than the inherent characteristics of the participants. Consequently, prioritizing well-structured, needs-

responsive, and context-sensitive interventions will further enhance program impact, while the demonstrated inclusivity affirms the program's capacity to deliver meaningful benefits across varied populations and supports its potential for wider implementation and sustainability.

5. Stakeholders' engagement and participation in extension programs are primarily influenced by three interconnected factors: the relevance and responsiveness of the program to community needs, the quality of program implementation and delivery, and the degree of stakeholder involvement and ownership. Programs that are contextually grounded and aligned with local priorities generate higher interest and sustained participation, while well-managed and efficiently facilitated activities create a positive learning environment that reinforces engagement. Moreover, active involvement of stakeholders in planning, decision-making, and evaluation fosters a sense of ownership, increasing commitment and collaboration. These results imply that for extension initiatives to maximize participation and impact, institutions must prioritize needs-based and context-sensitive program design, strengthen project management and resource allocation, and institutionalize participatory mechanisms that incorporate stakeholder feedback at every stage.

6. Enhancing the effectiveness and relevance of extension programs requires a multi-faceted approach centered on community needs, program quality, stakeholder engagement, continuous evaluation, and sustainability. Specifically, programs must be designed to address the real concerns of the target community and contextualized to local socio-cultural conditions, ensuring meaningful participation and outcomes. Effective implementation, including careful planning, resource allocation, and competent facilitation, is essential to foster positive stakeholder experiences and sustained involvement. Active engagement of stakeholders through participatory decision-making, consultations, and feedback mechanisms further strengthens ownership and collaboration, enhancing program relevance and continuous monitoring, evaluation,

and feedback integration allow programs to adapt and improve over time, ensuring that initiatives remain responsive to evolving community needs. Finally, sustainability and long-term impact are supported by strategic partnerships with LGUs, NGOs, and other agencies, facilitating resource mobilization, replication, and scaling of successful programs.

Recommendations

Based on the conclusions, the following recommendations are forwarded:

1. Given that the program is highly concentrated among young learners aged 10-20, it is recommended that the institution sustain and strengthen literacy and numeracy interventions for this age group while expanding the program to include other age brackets, particularly out-of-school youth, parents, and adult learners. This expansion will promote lifelong learning and community-wide impact. Moreover, since participants are largely from low-income and rural backgrounds, the program should continue to prioritize underserved communities while incorporating support mechanisms such as learning materials and community-based resources to further enhance accessibility and inclusivity.
2. As the programs were rated highly in terms of relevance, implementation, stakeholder engagement, outcomes, and satisfaction, it is recommended to maintain best practices in program design and delivery, particularly those aligned with community needs. However, improvements should be made in institutional visibility, time management, and feedback integration mechanisms by strengthening monitoring systems, ensuring timely implementation schedules, and establishing structured feedback channels for continuous quality improvement.
3. Considering the high ratings and the strong willingness of stakeholders to recommend the program, it is recommended to replicate and scale

the extension programs to other communities and partner institutions. The institution should also institutionalize quality assurance mechanisms and regularly conduct stakeholder satisfaction surveys to sustain high levels of trust, credibility, and program effectiveness.

4. Since the type of extension project emerged as the most significant factor influencing stakeholders' perceptions, it is recommended that program planners prioritize the development of well-structured, needs-based, and context-sensitive interventions. Programs should be tailored according to age group, community context, and employment conditions to maximize relevance and impact. Additionally, continuous needs assessment should be conducted to ensure that extension activities remain responsive to evolving community demands.

5. Given that gender, education, income, and stakeholder type did not significantly influence perceptions, the program should continue promoting inclusive and equitable participation. Efforts should be made to strengthen diversity in participation by encouraging involvement from parents, community leaders, and other stakeholders to foster a more holistic and collaborative extension environment.

6. To ensure long-term sustainability, it is recommended that the institution establish stronger partnerships with local government units (LGUs), NGOs, and other agencies to support resource mobilization and program expansion. Additionally, the integration of monitoring and evaluation systems, impact assessment studies, and policy support mechanisms will help sustain program gains and guide future improvements.

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