



IMPACT OF COMMUNITY EXTENSIONS SERVICES AND OUTREACH PROGRAM OF LSPU: BASIS FOR SUSTAINABLE COMMUNITY ENHANCEMENT PROGRAM

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ABSTRACT

This study determined the impact of an extension program on its beneficiaries in terms of skills development, social impact, and economic impact. A descriptive research design was employed, and data were gathered through a structured questionnaire and analyzed using descriptive statistical measures such as weighted mean. Results revealed that the extension program had a positive impact across all three dimensions. Skills development obtained the highest overall weighted mean (4.36), indicating improvements in participants' confidence, critical thinking, problem-solving abilities, adaptability, and productivity. Social impact registered an overall weighted mean of 4.17, reflecting enhanced self-confidence, decision-making skills, social interaction, and awareness of health and nutrition, although volunteerism received the lowest rating. Economic impact yielded an overall weighted mean of 4.22, showing that beneficiaries were able to engage in small livelihood activities, earn additional income, and become more self-reliant, while resource and financial management emerged as an area needing improvement. The findings underscore the effectiveness of the extension program in promoting holistic development among beneficiaries.

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Keywords: *extension program, skills development, social impact, economic impact, community development*

INTRODUCTION

“The true challenges lie in bringing divergent groups together to accomplish a valuable objective” (Gopal C. Patti and Edward F. Hilton, Jr). In democracy, education and community must be correlated and integrated. Cooperative relationship between school and community it serves are essential to the functioning of modern education. The community needs the school as a positive force for social betterment and economic development. There are many problems in the community such health, economic, social and even political problems, which can be solved by educational processes. The school is one agency in the community equipped to lead in the solution of problems. It can be useful in promoting and improving community life and conditions. Along this line, the university should ask what it can contribute to the welfare of the community. No less than the community leaders and the body politic claim that education is now bringing the gap both academe and community where professional experts and specialist are invited to the school to speak. Community extension helping the people to help themselves. “Learning by doing,” and “Teaching by example. “This program will empower the people in the community to decisive in managing their own community affairs. Which means that Extension is the **HEART and LIFEBLOOD** of the University since it bridged the gap between the Institution and the community. Likewise, the study of Tucay (2005) stated that the role of extension education throughout the country has become an important topic.

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She gives emphasis that the traditional idea of extensions is reaching out the clients who are outside the usual domain of formal learning groups such as the school.

Community development is a shared responsibility that requires the collective efforts of educational institutions and the communities they serve. As emphasized by Patti and Hilton, the true challenge lies in uniting diverse groups toward a common and meaningful goal. In a democratic society, education and community must be closely integrated, with schools and universities serving as key agents of social transformation and economic development.

Through community extension programs, higher education institutions bridge the gap between theory and practice by responding to community needs, empowering individuals through skills development, and promoting self-reliance. Anchored on the mandates of the Philippine Constitution and the Commission on Higher Education (CHED), extension services have become an essential function of universities in fostering sustainable and inclusive community development. Hence, this study seeks to determine the impact of extension services and outreach programs as a basis for enhancing sustainable community development initiatives.

In the study of Tungpalan (1998) explained that there are four highlights of community services these are a) Establishing Partnerships b) Social Preparation c) Specific Development Interventions in Response to Community Needs d) Organizational Development.

However, the study of Gonzales (2004) cited that university realize the growing importance of extension in providing practical aspect to theories. It must continue to explore

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

May 2026

Available online at <https://www.instabrightgazette.com>



new areas of service as much as find ways on how to sustain the program and utilize it to the fullest towards the end of providing a holistic perspective of education.

Corpus et.al (2024) stated that community extension was created to address a variety of communal needs and challenges. Through an agreement, the government and non-government groups, non-profits, and private enterprises collaborated to help localities become financially sustainable and self-sufficient. Extension programs are need-based and focused on assisting community people towards becoming independent, skilled, and morally righteous individuals. It is a possibility for individuals far beyond the level of normal state schooling to pursue their education in order to increase the economy of rural communities in a dynamic world (Israel, Harder, & Brodeur, 2011).

Extension service is a detailed account of operations aimed at achieving a range of measures among specific beneficiaries. Extension programs are distinguished by the following: a) an emphasis on the beneficiaries' demands; b) the purpose to improve their significant behaviour patterns; c) a wide range of activities; and d) the inclusion of a systematic appraisal. Furthermore. Extension services typically encompass features established by a higher education institution as a result of official or unstructured coordination with various non-profit, public, and social groups. It is targeted to raise the standard of living of local people or to address specific issues relating to their necessities. The study conducted by Tad-awan (2017) that academic institutions such as colleges and universities had their respective duties and responsibilities in the community as reflected in Article XIV of the Philippine constitution, section 4, paragraph 4 of the educational act of 1982 to quote, "...all educational institutions

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shall reach out to educationally deprived communities, in order to give meaningful reality to their membership in the national society, to enrich their civic participation in the community and national life, and to unify all Filipinos into a free and just nation". These were designed primarily to increase the security of livelihood, alleviate poverty, reduce illiteracy, improved health and nutrition, created a system of governance that promoted supports and sustained human development and protecting and preserving the environment (Bidad&Campiseno, 2010). Relatively, CHED Memorandum Order No. 48 series of 1996 on statement 3.5 states that Higher Educational Institutions must have a credible community extension program which may take form of continuing education, application of research results, community service and the like." This was pursuant to the mandate of CMO No. 42, series of 2005, paragraph II-b by virtue of Republic Act No. 7722 or THE Commission on Higher Education Act of 1994, that CHED should support HEI's to become center of research and development and extension services and serve as the prime mover of the nation's socio-economic growth and sustainable development. Community extension services responded to the needs of community as well.

Figueroa (2017) stated that based on the National Statistic Coordination Board more than one-quarter (27.9%) of the population fell below the poverty threshold during the first semester of 2012 an approximate of 1 percent increase since 2009. As an effect the Social Welfare policies and services formulated with the aim of helping and responding to the needs of the members of society and to ensure that the government has a plan for community's development.

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Terano (2023) Extension work must also be defined as the democratic and cooperative endeavor among many agencies and groups designed to provide the clientele with the most recent scientific information. The process of transferring technology and innovation to a specific clientele to enhance people's way of life is known as extension service.

Moreover, in terms of problems met **Leabres** et al (2022) mentioned that their respondents perceived that the extension program contributed significantly to their daily lives. At the same time, the most notable weaknesses identified by the beneficiaries were the irregular visits, the short time for teaching the children, and the disruption of the extension activities due to the pandemic.

Salazar (2020) aforementioned the measures on how the community extension program affects the standard of living of the beneficiaries. She added that many of them were able to improve their living condition as a result of income generated from the employment after they availed of the training programs.

Quezada (2024) Careful evaluation of effective extension program of the university will results its relevance, planning, implementation, resources, monitoring and evaluation were very effective which indicate that all the programs were able to meet the set objectives. Through this, LSPU committed to serve to a lot of community extensions in different barangays such as those are literacy program, mental and health awareness, livelihood and skills development program as well as different outreach program to the community as well as the signing of MOA and MOU to different local Government Unit. The study's findings will be used to reframe the development strategy community services and outreach programs in LSPU.

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Hence, this research will be conducted to determine the impact of extension services and outreach program that can be a basis for sustainable community enhancement development program of LSPU.

Statement of the Problem

Extension programs are implemented to help address the needs of communities by improving their skills, social well-being, and economic conditions. However, despite the implementation of various extension activities, there is a need to determine whether these programs are truly effective in achieving their intended outcomes among the beneficiaries. In particular, it is important to assess the extent to which the extension program has contributed to the development of participants' skills, improvement of their social interactions and personal confidence, and enhancement of their economic opportunities and livelihood conditions. Without proper evaluation, the actual impact of the program may remain unclear, making it difficult to identify areas that need improvement and to ensure the sustainability of future extension initiatives.

Thus, this study aimed to determine the impact of the extension program on the beneficiaries in terms of skills development, social impact, and economic impact. Specifically, this study sought to answer the following questions:

1. What is the level of impact of the extension program in terms of skills development of the participants?

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2. What is the level of impact of the extension program in terms of social impact on the participants?
3. What is the level of impact of the extension program in terms of economic impact on the participants?
4. Is there a significant difference in the perceived impact of the extension program across skills, social, and economic dimensions?

METHODOLOGY

Research Design

The study employed a descriptive research design to determine the impact of the university extension services and outreach programs on the beneficiaries. This design was deemed appropriate as it allowed the researcher to describe and analyze the perceived effects of the extension program in terms of skills development, social impact, and economic impact.

Respondents of the Study

The respondents of the study were the beneficiaries of the community extension program implemented by the university. They were selected using purposive sampling, as only individuals who directly participated in the extension activities were included in the study.

Research Instrument

A structured questionnaire was used as the main data-gathering instrument. The questionnaire consisted of three parts corresponding to the indicators of the study: skills

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development, social impact, and economic impact. Responses were measured using a five-point Likert scale, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

Data Gathering Procedure

Prior to data collection, permission was secured from the concerned university authorities and community leaders. The questionnaires were personally administered to the respondents after the completion of the extension activities. Proper instructions were given to ensure clarity and accuracy of responses, and ethical considerations such as voluntary participation and confidentiality were observed.

Statistical Treatment of Data

Data collected were tallied, tabulated, and analyzed using descriptive statistical tools, specifically the weighted mean, to determine the level of impact of the extension program on the beneficiaries across the three dimensions.

Summary of Findings

This study determined the impact of the extension program on the beneficiaries in terms of skills development, social impact, and economic impact.

Results showed that the extension program had a positive effect on the skills of the participants, with an overall weighted mean of 4.36. Most participants agreed that the seminar helped them become more confident in handling tasks and responsibilities, improved their critical thinking and problem-solving skills, and made them more adaptable to challenges. The findings also indicate that the program contributed to increased productivity in their work and

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daily activities. Responses were generally consistent, showing that participants shared similar experiences regarding skills improvement.

In terms of social impact, the program obtained an overall weighted mean of 4.17, which indicates a favorable social outcome. Participants reported improvements in their self-confidence, ability to make better decisions, and willingness to interact and socialize with others. The program also helped promote awareness of health and nutrition and strengthened relationships among beneficiaries. However, the item related to volunteerism and sharing of skills with others received the lowest rating, suggesting that this area was not as strongly felt by all participants.

As regards economic impact, the extension program posted an overall weighted mean of 4.22, reflecting a generally positive economic contribution. Participants agreed that the skills they gained enabled them to start small businesses, earn additional income, and become more self-reliant. The lowest mean was noted in the area of resource and financial management, indicating that some participants may need further guidance in managing their resources efficiently.

RESULTS

This study determined the impact of the extension program on the beneficiaries in terms of skills development, social impact, and economic impact. Results showed that the extension program had a positive effect on the skills of the participants, with an overall weighted mean of 4.36. Most participants agreed that the seminar helped them become more

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confident in handling tasks and responsibilities, improved their critical thinking and problem-solving skills, and made them more adaptable to challenges. The findings also indicate that the program contributed to increased productivity in their work and daily activities. Responses were generally consistent, showing that participants shared similar experiences regarding skills improvement. In terms of social impact, the program obtained an overall weighted mean of 4.17, which indicates a favorable social outcome. Participants reported improvements in their self-confidence, ability to make better decisions, and willingness to interact and socialize with others. The program also helped promote awareness of health and nutrition and strengthened relationships among beneficiaries. However, the item related to volunteerism and sharing of skills with others received the lowest rating, suggesting that this area was not as strongly felt by all participants. As regards economic impact, the extension program posted an overall weighted mean of 4.22, reflecting a generally positive economic contribution. Participants agreed that the skills they gained enabled them to start small businesses, earn additional income, and become more self-reliant. The lowest mean was noted in the area of resource and financial management, indicating that some participants may need further guidance in managing their resources efficiently.

CONCLUSIONS

Based on the findings of the study, it can be concluded that the extension program was effective in improving the skills, social well-being, and economic condition of its beneficiaries. The program was particularly successful in developing participants' skills and

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providing opportunities for income generation. While the social benefits of the program were evident, there is still a need to strengthen activities related to community involvement, volunteerism, and financial management to further enhance the overall impact of the program.

RECOMMENDATIONS

Based on the conclusions drawn from the study, the following recommendations are proposed:

1. Include more activities on financial and resource management thru future extension programs may include practical sessions on budgeting, saving, and managing income to help participants better handle their finances.
2. Strengthen community participation and volunteerism that have activities which encourage beneficiaries to share their skills with others, such as community demonstrations or peer mentoring, may be integrated into the program.
3. Continue and expand skills and livelihood training, since the results showed strong outcomes in skills development and income generation, similar programs should be sustained and extended to reach more beneficiaries.
4. Provide follow-up support after the training, by monitoring activities, refresher sessions, or mentoring may be conducted to help participants apply what they have learned more effectively.
5. Conduct further studies on program impact so that future research may focus on the long-term effects of the extension program and include qualitative data to better understand the experiences of the beneficiaries.

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