



IMPACT ASSESSMENT ON THE EXTENSION AND COMMUNITY SERVICES OF THE COLLEGE OF INDUSTRIAL TECHNOLOGY (2019-2021)

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ABSTRACT

Extension and community service of the college provides an in-depth evaluation of many aspects of community extension activities and their impact on beneficiaries. The demographic profile of beneficiaries, which includes age, gender, educational attainment, work status, income levels, and occupational positions, provides valuable insights into the characteristics of program participants. In particular, there is a gender discrepancy among recipients, with men outnumbering women, indicating potential biases or barriers to equal participation. The data also shows a high degree of participation and agreement among extension project beneficiaries and implementers, underscoring the importance of community involvement and collaboration in achieving good results.

Data provides insight into the frequency and percentage of participants in various training and seminar programs, demonstrating the variable levels of involvement across efforts. Respondent ratings for acquired knowledge, skills, values, attitudes, economic impact, social impact, environmental impact, planning, implementation, monitoring, and overall satisfaction with extension services show a strong alignment on the programs' positive effects and benefits. The high ratings across a variety of factors indicate a high degree of satisfaction and agreement with the training's effectiveness in developing skills, knowledge, attitudes, economic outcomes, social impact, and environmental sustainability.

Findings highlight the necessity of individualized extension programs that satisfy participants' different needs and preferences, encourage community engagement, and empower individuals to improve their knowledge, skills, and overall well-being. The extension services have a good impact on the community, underlining the importance of continuing to provide innovative and timely training to improve self-capabilities and contribute to beneficiaries' overall growth and empowerment.

KEYWORD: *demographic profile, acquired knowledge, skills, values, attitudes, economic impact, social impact, environmental impact, planning, implementation, monitoring*

INTRODUCTION

The Impact Assessment on the Extension and Community Services of the College of Industrial Technology, focusing on sustainable livelihood programs and the community training center, is crucial for evaluating the effectiveness and outcomes of these initiatives. This assessment aims to measure the present benefits and contributions of the College's extension programs to the community, particularly in enhancing livelihood opportunities and providing valuable training resources. By examining the impact of these services, the College can gauge the extent to which they have positively influenced the economic conditions, skills development, and overall well-being of the community members involved. This evaluation will shed light on the success of the sustainable livelihood programs and the effectiveness of the community training center in empowering individuals, fostering economic growth, and promoting sustainable development within the local community.

The impact assessment of the extension and community services of the College of Industrial Technology reveals a significant body of research on the impact of community extension programs in various higher education institutions. These studies highlight the importance of extension programs in promoting community development, enhancing livelihood opportunities, and building partnerships with local government units (LGUs) and other stakeholders. One study assessed the impact of community extension programs in a state college in the Philippines, focusing on skills training and technology transfer in automotive and driving, refrigeration and air conditioning, building wiring and troubleshooting, basic welding and metal craft, carpentry, radio mechanics, plumbing, dressmaking, food processing, baking and commercial cooking, computer literacy and programming, and advocacy programs. The study found that these programs significantly contributed to capacity building, computer literacy, and livelihood of the beneficiaries, leading to improved productivity and work efficiency. (Salazar, 2020)

Another study explored the alignment of community extension services conducted by the three colleges of the Leyte Normal University with their respective curricular program offerings and the needs of adopted communities. The study found a deliberate alignment between the colleges' curricular program offerings and the needs of their adopted communities, reflecting the university's research agenda. Moreover, a scoping review of the community extension programs of Leyte Normal University revealed that these programs were reflective of the university's research agenda and contributed to community development. The review emphasized the importance of aligning community extension services with the needs of the community and the institution's research agenda to ensure their effectiveness and sustainability. (Loso, 2021).



Furthermore, a study on the impact assessment of technology-based extension projects in a higher education institution in the Philippines found that these projects significantly contributed to community development, capacity building, computer literacy, and the livelihood of the beneficiaries. The study suggested that the results be utilized to design sustainable extension projects, consider partnerships with other higher learning institutions, and conduct regular evaluations and assessments of different extension projects. (Ruth G. Luciano, 2022)

STATEMENT OF THE PROBLEM

This study aims to assess the extension and community service of the College of Industrial Technology From the COPED, CCT, and Sto. Domingo. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the beneficiaries be described in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 highest educational attainment;
 - 1.4 type of employment;
 - 1.5 employment status; and
 - 1.6 monthly income?
2. What are the reasons for the beneficiaries’ respondents in participation in the extension and community services of the College of Industrial Technology?
3. What are the services, activities conducted, and level of contribution in the performance of the respondents’ duties and responsibilities in terms of:
 - 3.1 training's;
 - 3.2 technical assistance;
 - 3.3 Community Outreach Activity?
4. What is the outcome of extension and community services conducted by the College of Industrial Technology in terms of:
 - 4.1 acquired knowledge;
 - 4.2 acquired skills;
 - 4.3 acquired values and attitudes;
 - 4.4 economic impact;
 - 4.5 social impact; and
 - 4.6 environmental impact?
5. What are the challenges encountered by the extension and community services of the College of Industrial Technology in terms of:
 - 5.1 planning;
 - 5.2 implementation; and
 - 5.3 monitoring?

METHODOLOGY

The descriptive research design is a quantitative research strategy employed in this study. To clearly understand the population and find solutions to the research topic, the researchers sought to describe it methodically. Researchers were able to figure out how the projects that faculty extensionists from the College of Industrial Technology (CIT) worked on affected the community. The study was conducted in Cabanatuan, Nueva Ecija Province, Philippines. It involved the beneficiaries of different extension projects undertaken by the CIT. From December 2021 to March 2022, ninety-two (92) people volunteered to participate in the impact assessment. The instrument is of five parts. The first component contains the demographic profile of the participants. The second part covers the reasons for the beneficiary's respondent participation in the extension and community services of the College of Industrial Technology. The third part is training technical assistance, communication/information services, and community outreach activity. The fourth part was acquired knowledge, acquired skills, acquired values and attitudes, economic impact, social impact; and environmental impact of the extension and community services.

RESULTS AND DISCUSSION

This section includes a complete review of the impact and effectiveness of the College of Industrial Technology's community extension initiatives. The study delves into various aspects of extension services, such as beneficiary demographics, reasons for participation, services and activities provided, program outcomes, and challenges encountered, culminating in a proposed enhancement plan for extension and community services.

1. Demographic profile of the beneficiaries

1.1 Age

Table 1. Demographic profile of beneficiaries according to Age

Sex	Frequency	Percentage
Female		
Below 14	0	0 %
14 - 16	1	1 %
Above 17	2	2 %
Male		
Below 14	13	14 %
14 - 16	36	39 %



Above 17	40	44 %
TOTAL	92	100%

Table 1 shows the demographic profile of beneficiaries, classified by age and sex. It shows a thorough distribution of beneficiaries by age group and gender. Specially, there are no female beneficiaries under the age of 14, with 1% aged 14 to 16, and 2% beyond the age of 17. On the other hand, 14% of males are under the age of 14, 39% are between the ages of 14 and 16, and the vast majority, 44%, are above the age of 17. Overall, 92 beneficiaries are divided into three categories: 0% under the age of 14, 40% between the ages of 14 and 16, and 60% above the age of 17. This data provides useful insights into the age and gender distribution of beneficiaries, demonstrating the disparities in proportions between age groups for both males and females. In the study of (Ghaleb A. El Refae, 2021), the impact of demographic features on academic performance found that factors such as gender, college, and student status had a substantial impact on academic performance in both face-to-face (F2F) and distance learning (DL) contexts. The study population consisted of students enrolled in various courses offered by an educational institution.

1.2 Gender

Table 2. Demographic profile of beneficiaries according to Gender

Sex	Frequency	Percentage
Female	3	3 %
Male	89	97 %
TOTAL	92	100 %

The demographic profile of the beneficiaries by gender shows a considerable difference. A large percentage of the beneficiaries are men, with 89 individuals representing 97% of the total. On the other hand, there are only three female recipients, accounting for barely 3% of the total. This data shows a notable gender disparity among program or study participants, with a much higher proportion of males than females. This implies that there may be some bias or hurdles in place that prohibit equal involvement from both genders. The current research reported the sample's gender distribution, with 39.3% males and 60.7% females. These studies emphasize the importance of gender as a crucial demographic element in assessing academic performance and other social effects. The data indicate that gender can have a considerable impact on educational achievement and other indicators of success, Claudia Balula Chaves, (2011).

1.3 Highest Educational Attainment

Table 3 Demographic profile of beneficiaries according to Highest Educational Attainment

Type of Employment	Frequency	Percentage
Elementary	68	74 %
Secondary	21	23 %
College	3	3 %
Post Graduate	0	0 %
TOTAL	92	100%

The data in Table 3 show the distribution of participants based on their highest educational attainment. 74% of the participants have finished primary school, making up the largest group. Following that, 23% have completed secondary school, while only 3% have graduated college. Additionally, no beneficiaries in this group had completed a postgraduate degree. This split sheds light on the recipients' educational backgrounds, revealing a strong representation of persons with elementary education, followed by those with secondary and college education levels. Understanding participants' demographic profiles based on their highest educational attainment is critical for developing targeted interventions and policies that promote educational advancement and socioeconomic development. The survey provided insights into the demographic profile of schoolchildren, revealing that the majority of parents did not complete tertiary education. It also highlighted the educational background of the family head, with a sizable proportion having barely completed elementary school. These studies give light on beneficiaries' educational backgrounds and the impact of educational attainment on many factors such as academic accomplishment, employment possibilities, and home ownership (Nezel C. Duque, 2022).

1.4 Type of Employment

Table 4 Demographic profile of beneficiaries according to type of employment

Type of Employment	Frequency	Percentage
Employed	78	85%
Self Employed	14	15%
Unemployed	0	0%
TOTAL	92	100%

Table 4 shows a summary of the demographic profile of beneficiaries, divided by type of employment. It demonstrates that 85% of the beneficiaries, a total of 78 people, are employed, indicating a large percentage of people in formal jobs. Additionally, 15% of the participants, or 14 people, are self-employed. Interestingly, this data set has no recipients who are classed as jobless. This split provides useful insights into the beneficiaries' job situation, revealing that the majority are in formal employment, with a lesser share in self-employment, and there is no representation of unemployment or entrepreneurship among the beneficiaries studied. The study



assessed the demographics, employment status, competencies, and abilities of beneficiaries, namely education graduates in the Philippines. It highlighted respondents' occupational categorization, current employment status, initial job tenure, gender distribution, civil status, age distribution, and graduation year. These studies shed light on the demographic characteristics of recipients based on their type of job, including gender, age, civil status, and educational background. Understanding the demographic profile of beneficiaries based on their type of employment is critical for establishing targeted interventions, employment programs, and policies to support different workforce segments and promote socioeconomic development (Cenby Eppie G. Gaytos, 2023).

1.5 Employment Status

Table 5. Demographic profile of beneficiaries according to employment status

Type of Employment	Frequency	Percentage
Casual	0	0 %
Contractual	3	3.26 %
Job Order	0	0 %
Temporary	10	10.86 %
Regular	65	70.65 %
Others	14	15.21 %
TOTAL	92	100%

Employment status data of recipients shows that the majority, 70.65%, are in regular occupations, showing high job stability and security within this category. A lesser percentage, 10.86%, are in temporary work, while 3.26% are contractual employees, indicating some job flexibility but less security. Notably, there are no casual or job-order employees, implying that these types of jobs are limited or non-existent among the recipients. Furthermore, 15.21% fall into the 'Others' group, showing a wide range of non-traditional employment forms such as freelance or part-time labor. This heterogeneous work landscape emphasizes the importance of tailored assistance programs to improve job security and transition possibilities for those in less stable roles. Overall, the high proportion of regular employment reflects a rather stable economic condition.

The beneficiaries' job status is important in determining their demographic characteristics and the type of their employment. Regular employment often signifies a more stable and long-term arrangement, which can have an influence on employees' overall well-being and job satisfaction. Temporary work, on the other hand, may be more changeable and less secure, influencing employees' perceptions of job security and stability. The statistics does not include information about the recipients' personal characteristics, such as age, education level, or occupation, which might help us better understand their employment situation and the ramifications. However, the evidence provided implies that the majority of the beneficiaries are employed on a regular basis, which may reflect a more stable and secure working environment and employment status. (n.d.)This study employed propensity score approaches to examine the link between transition planning involvement and goal-setting and college enrollment among beneficiaries and controls grouped by work status (Hugo Nopo, 2007). The study looked at the demographic profile, employment status, competencies, and abilities of recipients, specifically education graduates in the Philippines. It highlighted respondents' occupational categorization, current work status, tenure of first job, gender distribution, civil status, age distribution, and year of graduation (Sherralyn Lacay, 2019). This study employed propensity score approaches to examine the link between transition planning involvement and goal-setting and college enrollment among beneficiaries and controls grouped by work status (Hugo Nopo, 2007). The study looked at the demographic profile, employment status, competencies, and abilities of recipients, specifically education graduates in the Philippines. It highlighted respondents' occupational categorization, current work status, tenure of first job, gender distribution, civil status, age distribution, and year of graduation (Sherralyn Lacay, 2019).

1.6 Monthly Income

Table 6. Demographic profile of beneficiaries according to monthly income

Type of Employment	Frequency	Percentage
1,000 - 10,000	4	4.3 %
10,001 - 20,000	78	84.7 %
20,001 - 30,000	10	15 %
30,001 - 40,000	0	10.8 %
40,000 and above	0	0 %
TOTAL	92	100%

The table shows the distribution of monthly income among a group of people divided into five income levels. Most persons (84.7% or 78) earn between ₱10,001 and ₱20,000 per month, according to statistics. The range of ₱1,000 to ₱10,000 accounted for 4.3% (4 persons). The categories of ₱20,001 to ₱30,000 and ₱30,001 to ₱40,000 have lower representation, with 15% or 10 persons and 10.8% or 0 individuals, respectively. There are no persons with a monthly income beyond ₱40,000. The income distribution in this table shows that the bulk of persons are in the lower to middle-income groups, with a considerable proportion earning between ₱10,000 and ₱20,000. This might suggest that the bulk of people's incomes are generally stable and constant. There is a considerable gap in the representation of higher income levels, with no persons earning more than ₱40,000.OECD (2019). This might imply that there are fewer chances for increased income development, or that persons in this category are underrepresented in the upper income categories, COE - Employment and Unemployment Rates by Educational Attainment. (2023)



2. Reasons of the beneficiaries’ respondents in participation in the extension and community services of the College of Industrial Technology

Table 7. Reason for participation in Extension Services

Reason in Participation		AWM	VI
1	I want to learn and acquire new knowledge and skills	3.26	Strongly Agree
2	I am interested in participating in training, seminars, and other activities of the Community Extension Service.	3.30	Agree
3	I see the training as beneficial for the growth of my own knowledge and skills.	3.19	Agree
4	I want to participate to identify and develop our community.	4.00	Strong Agree
5	I see new opportunities that will have a positive impact on my life and family.	3.49	Strong Agree
TOTAL		3.45	Strong Agree

The table shows the highest average of 4.00 given by the respondents, in the item “ I want to participate to identify and develop our community”, interpreted as Strongly Agree, while the lowest rating of 3.19 given by the respondents in the item “I see the training as beneficial for the growth of my own knowledge and skills” interpreted as Agree, the overall average rating given by the respondents in reason in participation, 3.45, interpreted as Strongly Agree. Based on the data, respondents had a great desire to be involved in developing and growing their community, demonstrating a high level of involvement and dedication. However, they agree more moderately that the training will help them expand their knowledge and skill set. This implies that the respondents had a strong sense of community and valued community development over improving their skills. There is a chance to further adapt the training curriculum to meet the needs of each learner and improve perceived personal advantages, which might raise participant satisfaction and engagement. Extension workers play a crucial role in improving agricultural productivity, incomes, and rural development (Aylene D. Pizaña, 2021; Gideon Danso-Abbeam, 2018). They disseminate information on new technologies, support rural adult learning, and help farmers solve problems and participate in the agricultural knowledge system. The extension services seek to improve the health and growth of the areas they serve. Extension initiatives are frequently motivated by the needs and ambitions of rural and urban communities to improve their quality of life (Mark E. Patalinghug, 2022). Extension workers are distinguished by their dedication, humility, and genuine enthusiasm for serving the community. Despite the challenges of the COVID-19 epidemic, extension project implementer remained committed to their clients and countrymen (Aylene D. Pizaña, 2021). Participation in extension services can also be rewarded through proper reward systems for extension workers, as well as providing them with adequate time, resources, and support to carry out their work efficiently. (Ani, 2016). the key reasons for participation in extension services are to improve agricultural productivity and rural livelihoods, serve the needs of local communities, and provide extension workers with the right motivation, resources, and support.

3. Services, activities conducted and level of contribution in the performance of the respondents’ duties and responsibilities.

3.1 Training's;

Table 8. Training/ Seminar conducted by the College

Training / Seminar		Frequency	Percentage
1	Carpentry/Furniture and Cabinet Making	8	8.69 %
2	Dressmaking	5	5.43 %
3	Automotive (Auto Electricity)	6	6.52 %
4	An Online Seminar for Road Worthiness and Smart Driving	7	7.60 %
5	Values Formation and Personality Development	3	3.26 %
6	Entrepreneurship	2	2.17 %
7	Webinars on Fire Prevention and Safety Guidelines	8	8.70 %
8	Webinars on Basic Solar Photovoltaic Systems	7	7.61 %
9	Online Training on Sustainable Livelihood Program Amidst Pandemic	9	9.78 %
10	Online Seminar on Values Formation and Personality Development	7	7.61 %
11	Online Seminar on Entrepreneurship	5	5.43 %
12	Online and Limited face-to-face Training in Plumbing	4	4.34 %
13	Online and Limited Face-to-face Training in Electrical Installation and Maintenance	6	6.52 %
14	Online and Limited Face-to-face Training in Domestic Refrigeration and Air Conditioning	7	7.60 %
15	Online and Limited Face-to-face Skills Training in Carpentry and Masonry Works	8	8.69
TOTAL		92	100 %



The data show the frequency and percentage of participants in various training and seminar programs provided by extension services. The "Online Training on Sustainable Livelihood Program Amidst Pandemic" got the greatest participation rate, with 9 participants (9.78%). The "Webinars on Fire Prevention and Safety Guidelines" and "Skills Training in Carpentry and Masonry Works" each had eight participants (8.70% and 8.69%, respectively). The third most popular programs were "An Online Seminar for Road Worthiness and Smart Driving", "Webinars on Basic Solar Photovoltaic System", and "Online and Limited Face-to-face Training in Domestic Refrigeration and Air Conditioning", each with 7 participants (7.61%). On the other hand, the least popular programs were "Entrepreneurship" with just 2 participants (2.17%) and "Values Formation and Personality Development" with 3 participants (3.26%). The remaining programs comprised four to six or five to eight participants. Overall, the statistics indicate that extension services were able to generate significant interest and engagement in programs focusing on sustainable livelihoods, safety, and technical skill development, especially in light of the COVID-19 pandemic. However, there appears to be space for growth in terms of participant engagement in entrepreneurship and personal development programs. This implies that we should continue to focus on subjects of interest while also looking for ways to increase participation in less popular programs such as "Entrepreneurship" and "Values Formation and Personality Development". This could include targeted marketing, program changes, or the investigation of novel delivery methods to boost interest and involvement in certain areas. This represents current participation trends but also gives vital insights for the extension service to improve its services, better match the requirements of its audience, and produce a positive effect in the community it serves.

3.2 Technical Assistance

Table 9. Technical Assistance

Technical Assistance		AWM	VI
1	Technical Assistance in Construction of Kasanayan Building	3.87	Strongly Agree
TOTAL		100%	

The table shows that the most common type of technical support was in the "Construction of Kasanayan Building" with a frequency of 3.87, indicating a high level of participation or agreement. This indicates that there was widespread agreement or a positive response to the technical advice provided for this particular construction project. The overall percentage of 100% indicates that all responses or participants in this survey or assessment were considered in this specific technical support category, demonstrating a thorough coverage or engagement with the aid offered for the Kasanayan Building's construction. The data from Table 9 shows a high degree of engagement and agreement, particularly in the area of technical help for the construction of the Kasanayan Building, with a complete representation of responses totaling 100%.

3.3 Community Outreach Activity

Table 10 Community Outreach Activity

	Frequency	n	Percentage
1	Puno ng Buhay	23	52.27 %
2	Lingap sa Kapwa	21	47.22 %
TOTAL		44	100 %

Table 10's data on community outreach activities provides information about the levels of involvement in two specific programs, "Puno ng Buhay" and "Lingap sa Kapwa". The study showed that "Puno ng Buhay" had a greater frequency of involvement, with 23 people taking part, corresponding to 52.27% of the total participants. On the other hand, "Lingap sa Kapwa" had 21 participants or 47.22% of the total. The total number of participants in both events was 44, representing 100% of the data. These findings suggest that both community outreach programs were well received and gathered a large number of participants. The higher participation percentage in "Puno ng Buhay" suggests that this program may have connected with the community or sparked more interest. However, without more information on the objectives and outcomes of these activities, it is difficult to determine the overall impact or efficacy of each program. The data shows that community people are actively engaged in these outreach activities, with a good reaction to initiatives such as "Puno ng Buhay" and "Lingap sa Kapwa". Further evaluation and analysis of the programs' goals, reach, and effects would provide a more complete picture of their efficacy in meeting community needs and promoting social welfare.

4. Outcome of extension and community services conducted by the College of Industrial Technology

4.1 Acquired knowledge

Table 11 Acquired knowledge by the beneficiaries in extension and community services

	Acquired Knowledge	AWM	VI
1	My knowledge increased by attending seminars and training that improved my performance.	3.42	Strongly Agree
2	I learned the importance of education and self-improvement.	3.21	Agree
3	Planning and setting goals for the future based on what I learned in training.	3.65	Strongly Agree
4	I became more open to the latest developments in my chosen skills and hobbies.	3.23	Agree



5	Strengthening of interpersonal skills such as communication and interaction.	3.75	Strongly Agree
6	Demonstrating leadership, decision-making, and issue resolution skills.	3.34	Strongly Agree
7	I can create and strengthen innovative programs in performing duties and responsibilities.	3.65	Strongly Agree
8	I became more proficient in managing internal and external resources.	3.52	Strongly Agree
9	I became more knowledgeable about the qualities, values, and attitudes of a worker.	3.45	Strongly Agree
TOTAL		3.47	Strongly Agree

Table 11 shows the rating of the respondents in acquired knowledge in various trainings, the item “Strengthening of interpersonal skills such as communication and interaction” has the highest rating of 3.75, interpreted as Strongly Agree, while the lowest rating of 3.21, in the item “I learned the importance of education and self-improvement” interpreted as Agree. The overall average rating of the respondents in acquired knowledge got 3.47 interpreted as Strongly Agree. It implies that the training was successful in conveying valuable knowledge and skills to the participants, contributing to their overall comfortable learning experience and demonstrating the program's effectiveness in improving their ability to learn. This means that the training was successful in offering meaningful information and favorably influencing the participants' learning experience, stressing the program's effectiveness in improving their talents and creating an environment suitable to growth.

The Community Outcome Scale (COS) was established as part of an Academe Community Extension Program study to assess beneficiaries' reported knowledge, attitude, and lifestyle. The study emphasized the importance of participating in extension programs in providing benefits to community families, indicating a positive impact on lifelong learning and quality of life improvement (Deocaris, 2018). Another study emphasized the importance of extension services in empowering communities and meeting societal needs. It emphasized the necessity of collaborative extension services in providing social protection, development, and skill building in order to eliminate rural economic disparity. The study emphasized the need of extension workers being knowledgeable and sensitive to community demands in order to achieve positive outcomes and involve the community. Furthermore, a report on community extension programs documented the transformation of 172 beneficiaries into micro, small, and medium-sized entrepreneurs following training in programs such as bread and pastry making, computer literacy, detergent production, and others. This demonstrates the practical impact of extension programs in providing individuals with the skills and information necessary to engage in entrepreneurial activities and better their livelihoods (Lislee Valle, 2022). Community extension programs serve an important role in instilling information, skills, and values in beneficiaries, allowing them to improve their quality of life, engage in entrepreneurial activities, and contribute to community development. These programs aim not merely to increase individual capacity, but also to meet broader societal needs and promote community-based sustainable development.

4.2 Acquired skills;

Table 12 Acquired skills by the beneficiaries in extension and community services

	Acquired Skills	AWM	VI
1	My knowledge increased by attending seminars and training that improved my performance.	3.55	Strongly Agree
2	I learned the importance of education and self-improvement.	3.87	Strongly Agree
3	Planning and setting goals for the future based on what I learned in training.	4.00	Strongly Agree
4	I became more open to the latest developments in my chosen skills and hobbies.	4.00	Strongly Agree
5	Strengthening of interpersonal skills such as communication and interaction.	4.00	Strongly Agree
6	Demonstrating leadership, decision-making, and issue-resolution skills.	4.00	Strongly Agree
7	I can create and strengthen innovative programs in performing duties and responsibilities.	4.00	Strongly Agree
8	I became more proficient in managing internal and external resources.	3.90	Strongly Agree
9	I became more knowledgeable about the qualities, values, and attitudes of a worker.	4.00	Strongly Agree
10	My knowledge increased by attending seminars and training that improved my performance.	4.00	Strongly Agree
TOTAL		3.92	Strongly Agree

Table 12 shows the rating of the respondents in acquired skills, the highest average rating in this item “Planning and setting goals for the future based on what I learned in training”, “I became more open to the latest developments in my chosen skills and hobbies”, “Strengthening of interpersonal skills such as communication and interaction”, “Demonstrating leadership, decision-making, and issue resolution skills”, “I can create and strengthen innovative programs in performing duties and responsibilities”, “I became more knowledgeable about the qualities, values, and attitudes of a worker, and “My knowledge increased by attending seminars and training that improved my performance” got 4.00, interpreted as Strongly Agree, while the lowest rating of 3.55 in the item “My knowledge



increased by attending seminars and training that improved my performance”, interpreted as Strongly Agree. The overall rating given by the respondents in acquired skills, with an average of 3.93 interpreted as Strongly Agree. This implies that the overall high rating indicates that the training has effectively contributed to developing and enhancing a wide range of abilities among the respondents, demonstrating the program's success in fostering skill acquisition and growth among participants.

The study on Acquired Affective Learning from Involvement in Community Extension Services emphasized the importance of these programs in improving people's knowledge and abilities, encouraging health and wellness, and minimizing bad behaviors such as vices. The extension activities were seen to considerably benefit the community by improving residents' knowledge and abilities, raising community awareness, and building a sense of citizenship and duty among participants (Tad-awan, 2023). Furthermore, the FAO statement stressed the necessity of developing literacy, communication, organizational, and leadership skills to build strong local institutions and promote community development. It emphasized the importance of extension programs providing extension workers with the skills needed to effectively engage with rural communities and respond to their changing needs and difficulties. The declaration emphasized the importance of education, training, and capacity-building in increasing participation and promoting sustainable development within communities. The Philippine Carabao Center offers technical support in areas such as animal reproduction, nutrition, health, forage production, cooperative development, and dairy processing, to provide farmers with the skills and knowledge they need to improve their agricultural practices and livelihood. The center's professionals provide free technical help to farmers, increasing their capabilities and promoting sustainable agriculture practices in communities (Pcc.gov.ph, 2024). The necessity of developing a varied set of skills through extension and community services, which range from technical expertise in agriculture to interpersonal and leadership abilities. These programs play an important role in empowering individuals, improving community well-being, and supporting long-term development by providing beneficiaries with the knowledge and skills needed to address local concerns and improve their quality of life.

4.3 Acquired Values and Attitudes;

Table 13 Acquired values and attitudes by the beneficiaries in extension and community service

	Acquired Values and Attitudes	AWM	VI
1	I became knowledgeable in the chosen seminar or training I attended.	3.70	Strongly Agree
2	I have the ability to perform learned skills in my chosen field.	3.79	Strongly Agree
3	Learned techniques or methods for further development of my knowledge in the chosen skill.	4.00	Strongly Agree
4	Understanding of concepts and principles of a particular field or skill.	3.90	Strongly Agree
5	Skill in using tools, equipment, or technology related to the skill.	3.87	Strongly Agree
6	Skill in performing specific tasks or processes related to the skill.	3.86	Strongly Agree
7	Understanding the importance of cooperation and collaboration within a group or team.	3.86	Strongly Agree
8	Planning ability and coordination and cooperation with various sectors.	4.00	Strongly Agree
9	Development of self-confidence, awareness, and personal capabilities.	3.54	Strongly Agree
10	Increased skills and abilities in performing job tasks.	3.65	Strongly Agree
11	The skills learned in training can be used to start my own business or employment.	3.45	Strongly Agree
TOTAL		3.78	Strongly Agree

Table 13 shows the rating of the respondents in acquired values and attitudes, with the highest rating of 4.00 given by the respondents in the item of “Learned techniques or methods for further development of my knowledge in the chosen skill”, and Planning ability and coordination and cooperation with various sectors”, interpreted as Strongly Agree, while the lowest rating of 3.45 in item “The skills learned in training can be used to start my own business or employment” interpreted as Strongly Agree. The overall rating given by the respondents in acquired values and attitudes, 3.78, is interpreted as Strongly Agree. It implies that the training had a significant impact on the participants' values, attitudes, and skills, contributing to an overall good learning experience and preparedness for future undertakings.

The research Acquired Affective Learning from Involvement in Community Extension Services found that these programs had a significant impact on residents' values and attitudes. The findings demonstrated that people profited considerably from the extension programs, which improved their knowledge and abilities, promoted health and wellness, and prevented them from engaging in undesirable behaviors such as vices. The programs also assisted inhabitants in understanding their rights, obligations, and duties as citizens or members of the community, developing a feeling of community participation and citizenship (Tad-awan, 2023) Furthermore, a study on junior high school volunteers in community extension services found that student participation promoted strong values and a positive attitude. Students established a positive attitude toward helping others, assimilated the spirit of volunteerism, adhered to moral ideals such as kindness and respect, and became more aware of issues concerning business, education, and law and order. Community outreach activities have a major impact on students' views and values, highlighting the importance of moral standards, civic



consciousness, and community engagement (Richie L. Montebon, 2023). Furthermore, the effect assessment of extension initiatives in the Philippines emphasized the acquired values and attitudes of beneficiaries. The study found that participants recognized the importance of forming relationships between schools and communities, demonstrated basic values of good governance, became more vigilant in public safety and crime prevention, and adhered to moral concepts such as kindness and collaboration. Extension programs helped participants acquire positive attitudes, moral values, and a feeling of responsibility, which increased their engagement with the community and promoted social well-being (CORAZON A. SIBAL, 2019). Extension and community services have a favorable impact on beneficiaries' beliefs and attitudes. These programs serve an important role in imparting positive values, encouraging civic consciousness, and fostering a sense of communal responsibility in participants, all of which contribute to their personal growth and well-being.

4.4 Economic Impact

Table 14 Economic impact by beneficiaries in extension and community service

	Economic Impact	AWM	VI
1	Helped in finding employment because of the skills learned in training.	4.00	Strongly Agree
2	Helped improve the quality of life of the beneficiary due to salary or income from business.	4.00	Strongly Agree
3	Helped meet daily needs, buy property, and maintain family health.	4.00	Strongly Agree
4	Strengthening of capital discovered in the community may result in more job and business opportunities, strengthening the local economy.	3.86	Strongly Agree
5	Increased productivity through learned new skills and production methods, higher potential for income and development.	4.00	Strongly Agree
6	Business and employment opportunities through training and support for small entrepreneurs, more job opportunities, and higher income for citizens.	3.69	Strongly Agree
7	Strengthening of patrons or Tourism may have a positive effect on the local economy by increasing income from patrons or tourists and strengthening local industries.	4.00	Strongly Agree
8	By conducting training for citizens, it can result in strengthening human capital in the community.	4.00	Strongly Agree
TOTAL		3.94	Strongly Agree

Table 14 shows the rating of the respondents in economic impact, with the highest average rating of 4.00, given by the respondents on the items “Helped in finding employment because of the skills learned in training”, “Helped improve the quality of life of the beneficiary due to salary or income from business”, “Helped meet daily needs, buy property, and maintain family health”, “Increased productivity through learned new skills and production methods, higher potential for income and development”, “Strengthening of patrons or Tourism may have a positive effect on the local economy by increasing income from patrons or tourists and strengthening local industries”, and “By conducting training for citizens, it can result in strengthening human capital in the community”, interpreted as Strongly Agree, while the lowest rating of 3.69 on the item “Business and employment opportunities through training and support for small entrepreneurs, more job opportunities, and higher income for citizens”, interpreted as Strongly Agree. The overall rating of 3.94, interpreted as Strongly Agree. It implies that the high overall rating shows that the training has had a beneficial impact on several economic factors, such as employment, income generation, productivity, and community development, demonstrating the program's effectiveness in promoting economic growth and well-being. The extension initiatives have had a good impact on the recipients' economic well-being, helping to improve their livelihoods and contribute to long-term community development. The data indicates the success of the programs in improving the participants' economic status and prospects, eventually resulting in favorable outcomes in terms of economic empowerment and community development (Salazar, 2020).

4.5 Social Impact

Table 15 Social impact by beneficiaries on extension and community service

	Frequency	AWM	VI
1	The capability and knowledge of citizens in various fields such as technology and industry may be strengthened.	3.45	Strongly Agree
2	Improvement of knowledge and skills may lead to development in the entire community or society.	4.00	Strongly Agree
3	Community extension services are aimed at providing training, and education, and may lead to employment opportunities for the local community.	3.23	Agree
4	Extension programs focused on the community may strengthen the participation and involvement of citizens.	4.00	Strongly Agree
5	Promotion of Technology and Innovation: citizens may be more open to accepting and using new technologies and innovations in their work and lives.	3.75	Strongly Agree



6	Helped to be productive and make the right moves and share with the community the skills learned.	3.90	Strongly Agree
7	It helped to share the skills learned in the Extension Project with the community and others.	3.68	Strongly Agree
8	It helped to strengthen my self-confidence as a result of the skills learned through training.	3.56	Strongly Agree
9	It gave knowledge to implement good intentions of the local community and extension service to the community of the College of Industrial Technology.	3.98	Strongly Agree
10	It helped in promoting democracy, economic growth, and knowledge, awareness in every aspect of life.	4.00	Strongly Agree
TOTAL		3.76	Strongly Agree

In table 15 shows the rating of respondents in social impact, with the highest rating of 4.00, interpreted as Strongly Agree on the item of “Improvement of knowledge and skills may lead to development in the entire community or society”, “ Extension programs focused on the community may strengthen the participation and involvement of citizens”, and “It helped in promoting democracy, economic growth, and knowledge, awareness in every aspect of life”, while the lowest rating of 3.23, interpreted as Agree on “Community extension services are aimed at providing training, and education, and may lead to employment opportunities for the local community”. The overall rating of social impact given by the respondents are 3.76, interpreted as Strongly Agree. These overall findings suggest that, while the program is effective at developing social cohesiveness and promoting essential societal values, there is still room for improvement in terms of creating employment paths and improving participants' direct economic benefits. To increase its social impact, the program may need to focus on closing the gap between training and employment prospects to provide long-term benefits for the local community.

The study on the impact assessment of extension programs in the Philippines sought to evaluate the effectiveness of extension programs done by Camarines Sur Polytechnic Colleges in various partner barangays. The study aimed to assess the social impact of extension services on community members. The study attempted to examine the impact of extension programs in increasing people's health and wellness, improving knowledge and skills, motivating individuals to contribute to the community, and inspiring changes in the standard of life. The findings showed that community extension initiatives had a good impact on the beneficiaries' personal growth and well-being, resulting in increased awareness, improved abilities, and a sense of responsibility for community progress (Salazar, 2020).

Furthermore, CORAZON A. SIBAL's (2019) study on the Effectiveness of Community Extension Programs and Services found that beneficiaries rated healthcare and education-related programs as very beneficial. According to the study, family beneficiaries agreed that community extension initiatives should be continued due to the large benefits they provided. The activities were crucial in boosting health and wellness, improving knowledge and skills, and motivating individuals to contribute to community development, thus favorably altering the social fabric of the community.

The extension and community programs have a significant social impact on the beneficiaries. These programs play an important role in promoting health and well-being, increasing knowledge and skills, encouraging community engagement, and inspiring good changes in people's lives. The social impact of these programs may be seen in the recipients' improved well-being, increased awareness, and sense of duty, all of which contribute to the community's overall development and improvement.

4.6 Environmental Impact

Table 16 Environmental impact by beneficiaries in extension and community services

	Environmental Impact	AWM	VI
1	Taking care of the environment and strengthening environmental awareness can have a positive effect on the environment.	3.95	Strongly Agree
2	The use of Green Technology through teaching practical solutions such as renewable energy systems, water conservation techniques, and waste management practices can help improve air, land, and water quality in the community.	4.00	Strongly Agree
3	Conducting Environmental Research or research projects focused on studying and understanding environmental issues and their solutions to preserve the environment.	3.65	Strongly Agree
4	Sharing knowledge with the Community about environmental issues and steps they can take to help maintain the health of nature.	3.75	Strongly Agree
5	Promoting Sustainable Development by strengthening projects and programs aimed at maintaining the balanced use of natural resources and strengthening the economy without causing ecological harm.	4.00	Strongly Agree
TOTAL		3.87	Strongly Agree



Table 16 shows the rating of respondents on environmental impact, the highest rating given by the respondents with an average of 4.00, interpreted as Strongly Agree, in these item “The use of Green Technology through teaching practical solutions such as renewable energy systems, water conservation techniques, and waste management practices can help improve air, land, and water quality in the community”, and “Promoting Sustainable Development by strengthening projects and programs aimed at maintaining the balanced use of natural resources and strengthening the economy without causing ecological harm”. The overall rating given by the respondents in environmental impact was 3.87, interpreted as Strongly Agree. This implies that sustained efforts to implement and promote environmentally conscious practices can lead to even better outcomes in terms of sustainability and ecological health. It also encourages the program to continue and possibly increase its focus on green technologies and sustainable development projects to support a healthy environment and community.

5. Challenges encountered by the extension and community services of the College of Industrial Technology

5.1 Planning;

Table 17 Planning on extension and community services

	Frequency	AWM	VI
1	There is a direct focal person to assist and address the concerns and needs of the Barangay/Organization.	3.96	Strongly Agree
2	Active communication between the extension partner and the College's extension service unit.	3.67	Strongly Agree
3	There is proper consultation of Barangay/ Organization programs with the College Extension Service Unit	4.00	Strongly Agree
TOTAL		3.88	Strongly Agree

Table 17 shows the rating of the respondents in planning, with the highest rating of 4.00, interpreted as Strongly Agree in the item “There is proper consultation of Barangay/ Organization programs with the College Extension Service Unit”, while the lowest rating of 3.67, interpreted Strongly Agree in the item of “Active communication between the extension partner and the College's extension service unit”, and the average rating of 3.88, interpreted as Strongly Agree. It also implies that the College's Extension Service Unit should continue to build on its strengths, with an emphasis on maintaining and improving active communication to ensure that extension activities are planned and executed in a way that fulfills the needs of the community and other stakeholders.

5.2 Implementation

Table 18 Implementation of extension and community services

	Implementation	AWM	VI
1	Implementation of agreed plans/programs by both partners.	3.45	Strongly Agree
2	There are financial resources to fund the extension activities.	3.90	Strongly Agree
3	There is sufficient time to participate/attend activities conducted by the extension service unit of the College.	4.00	Strongly Agree
4	There are adequate facilities to support the services of the College's extension service unit.	3.26	Strongly Agree
5	There is sufficient community involvement to attend seminars/training conducted by the College's extension service unit.	3.15	Agree
TOTAL		3.55	Strongly Agree

Table 18 shows the rating of respondents in implementation, the highest rating of 4.00, interpreted as Strongly Agree, in the item “There is sufficient time to participate/attend activities conducted by the extension service unit of the College”, while the lowest rating of 3.15, interpreted as Agree, in items of “There is sufficient community involvement to attend seminars/training conducted by the College's extension service unit”, the overall rating of 3.55, interpreted as Strongly Agree, given by the respondents in terms of implementation. This implies that, while the implementation has been successful, efforts may be made to increase community participation and encourage increased involvement in seminars and training sessions. This could include removing challenges to attendance or developing new strategies to engage and motivate community members.

5.3 Monitoring

Table 19 Monitoring of extension and community services

	Monitoring	AWM	VI
1	Regular review and evaluation of college extension service programs and projects.	3.45	Strongly Agree
2	Establishment of Monitoring and Evaluation to ensure effective implementation of college extension service programs and projects.	3.15	Agree
3	Collaboration with Community leaders and other stakeholders to gain their support and participation in college extension service programs and projects.	4.00	Strongly Agree



4	Regular communication, meetings, or gatherings in the community to provide updates and information about extension service activities.	4.00	Strongly Agree
5	Strengthening of the relationship between the college and the community. Through regular communication and trust, extension service programs and projects will be more effective.	4.00	Strongly Agree
6	There are sufficient strategies/approaches for community-based extension service implementation.	4.00	Strongly Agree
TOTAL		3.76	Strongly Agree

Table 19 shows the rating given by the respondents in terms of monitoring, with the highest rating of 4.00, interpreted as Strongly Agree, these items “Collaboration with Community leaders and other stakeholders to gain their support and participation in college extension service programs and projects”, “Regular communication, meetings, or gatherings in the community to provide updates and information about extension service activities”, “Strengthening of the relationship between the college and the community. Through regular communication and trust, extension service programs and projects will be more effective”, and “There are sufficient strategies/approaches for community-based extension service implementation”, while the lowest of 3.15, interpreted as Agree, in items “Establishment of Monitoring and Evaluation to ensure effective implementation of college extension service programs and projects”, the overall rating of 3.76, interpreted as Strongly Agree. The sources emphasize the significance of monitoring and evaluation in extension initiatives for improving performance, increasing efficiency, and ensuring effectiveness. The data emphasizes the importance of ongoing feedback, stakeholder participation, and the implementation of robust monitoring systems to improve program outcomes. This emphasizes the need for monitoring in bringing about good changes, increasing service delivery, and ultimately contributing to the success and sustainability of extension projects.

The monitoring of extension and community services highlights the importance of community extension programs in promoting sustainable development and community empowerment. According to the literature, higher education institutions, through their community extension services, play an important role in conducting research-based programs aimed at sustainability, biodiversity, urban studies, dissemination, and cultural preservation. These initiatives seek to coordinate, monitor, and evaluate extension services offered to adopted communities, encouraging a comprehensive approach to attaining sustainable development and enhancing community members' lives (Salazar T. D., 2020). The significance of effective public communication, working for the greater good, and developing knowledge outside of academic environments. It underlines the need for higher education institutions to bridge the gap between academia and the general public through community extension initiatives that address community needs and contribute to long-term development. Monitoring and evaluation are critical components of extension services that assure the effectiveness and relevance of the programs given. The transformative potential of community extension services in empowering communities, enhancing quality of life, and fostering sustainable development. By actively engaging in extension activities and monitoring their impact, higher education institutions can play a significant role in addressing societal needs and promoting positive change within communities.

Summary

Based on the results, the following summary are:

1. Beneficiaries are classified into three age groups: under 14 (0%), 14-16 (40%), and over 17 (60%).
2. There is a considerable gender imbalance, with 97% of the beneficiaries being men and only 3% being women.
3. The majority of beneficiaries (74%) have finished primary school, followed by 23% with secondary education and 3% with college education. None hold a postgraduate degree.
4. The majority of beneficiaries (85%) work in regular professions, with 15% self-employed. There have been no reports of recipients being unemployed or entrepreneurial.
5. The majority of beneficiaries (84.7%) earn between ₱10,001 and ₱20,000 per month. 15% make ₱20,001 - ₱30,000, while 10.8% earn ₱30,001 - ₱40,000 monthly. There are no recipients earning more than ₱40,000/month.
6. Respondents strongly agreed (4.00) on the item "I want to participate in identifying and developing our community," demonstrating a high degree of commitment to community development.
7. However, they gave the program a lower (3.19) rating for personal growth and skill enhancement, indicating a more modest agreement on its influence on individual knowledge and skills.
8. The overall average grade for participation reasons was 3.45, which translates to "Strongly Agree," indicating agreement on the necessity of community involvement.
9. The findings show differing levels of involvement in various training programs, with those concentrating on sustainable livelihoods, safety, and technical skill development receiving the most attention.
10. There's room for higher participant engagement in entrepreneurship and personal development programs, which indicates prospective sectors.
11. The technical support for the Kasanayan Building development received high scores, suggesting that participants responded positively and actively.
12. Community outreach activities such as "Puno ng Buhay" and "Lingap sa Kapwa" were well-received, with "Puno ng Buhay" attracting more participants, indicating a better community connection.
13. Respondents gave excellent ratings on gained knowledge, abilities, values, and attitudes, indicating a successful transfer of useful information and supporting skill acquisition and growth among participants.
14. The training projects had a good economic impact, helping to create job possibilities, generate money, and promote community development.
15. The efforts also had a significant social impact, encouraging the unity of society and promoting important societal values.



16. Efforts to establish environmentally conscious behaviors resulted in favorable environmental outcomes, emphasizing sustainability and ecological health.
17. Respondents received high ratings in the planning, implementation, and monitoring categories, indicating effective communication, community involvement, and methods for successful extension program execution.

Findings

Based on the summary, the following findings are:

1. Significant gender disparity, males make up 97% of program or study participants, while females make up only 3%.
2. Unbalanced age distribution, the beneficiaries' age distribution is uneven, with older participation, specifically those above the age of 17.
3. The majority of beneficiaries (74%) have finished primary education, with a lesser proportion having secondary (23%) or college (3%) education.
4. The majority of beneficiaries (85.86%) are employed in regular jobs, with 10.86% working temporarily.
5. The majority of beneficiaries (84.7%) earn between ₱10,001 and ₱20,000 per month, indicating a concentration in low to middle-income categories.
6. The findings show that respondents are strongly committed to community development, with a particular emphasis on engagement and involvement in community extension activities.
7. There is a strong commitment to community development, there is still space for growth in terms of the perceived benefits of training programs for individual knowledge and skill development.
8. The extension programs were effective in transferring useful knowledge, skills, and values to participants, hence contributing to their personal development and community well-being.
9. Continuous monitoring and evaluation have been identified as critical components for improving program outcomes, enhancing efficiency, and assuring the effectiveness and sustainability of extension operations.

Conclusion

The following conclusions were made based on the results gathered:

1. The interventions or programs catering to this group should consider these age and gender distributions to better target their services and ensure inclusive and equity. Additionally, the absence of female beneficiaries under 14 points to the need for further investigation and potentially tailored outreach efforts to balance gender representation across age groups.
2. Promoting equal opportunities and reducing gender-based hurdles are essential to ensure a more balanced and inclusive environment for future programs or studies.
3. The need for educational programs or support tailored to those with lower educational backgrounds, emphasizes the importance of inclusive learning opportunities to bridge the gap and promote further educational advancement among participants.
4. Relatively stable workforce but highlights the need to address employment opportunities for those in less secure positions, emphasizing the importance of job stability and career development for those in temporary roles.
5. The stable workforce, but the presence of temporary roles underlines the importance of promoting employment policies that foster job security and provide support for those in less stable roles.
6. The balance between regular and temporary employment prompts organizations and policymakers to focus on fostering job security and offering resources to employees who may face uncertainty due to the nature of their roles. By doing so, organizations can enhance workforce stability and improve overall job satisfaction.
7. The concentration of the group in the middle-income range, with a limited representation in the lower and higher income brackets. The socioeconomic status of the individuals within the group, which can be valuable for understanding their financial circumstances and informing targeted interventions or support programs.
8. The respondents are highly motivated to contribute to the development of their community, while also recognizing the value of the training program in enhancing their knowledge and skills, albeit to a slightly lesser degree. The design and implementation of future extension and community service initiatives to better align with the priorities and preferences of the target beneficiaries.
9. The varying levels of interest and engagement among participants in different training and seminar programs, highlight the importance of tailoring program offerings to meet the diverse needs and preferences of the target audience.
10. The data underscores a strong level of engagement and agreement in this specific technical support area, reflecting a thorough representation of responses and a high degree of participation in the support offered for this construction project.
11. There was slightly less emphasis on the importance of education and self-improvement, the overall average rating suggests a high level of satisfaction and agreement with the acquired knowledge from the training sessions.
12. The training programs, with a strong consensus on the positive impact on their skills, knowledge, and attitudes. The high ratings across various skill areas reflect a significant level of satisfaction and agreement with the effectiveness of the training in improving their overall performance and capabilities.
13. The training programs, with a strong consensus on the positive impact on their skills, knowledge, and attitudes. The high ratings across various skill areas reflect a significant level of satisfaction and agreement with the effectiveness of the training in improving their overall performance and capabilities.
14. The economic impact of the training programs, with a strong consensus on the positive effects on employment, income, quality of life, productivity, and community development. The high ratings across various economic impact areas reflect a significant level of satisfaction and agreement with the effectiveness of the training in improving economic outcomes for the beneficiaries.
15. The social impact of the extension programs, recognizing their significant contributions to enhancing knowledge, skills, community participation, and broader societal development. The consistently high ratings across multiple social impact indicators demonstrate the perceived effectiveness and importance of these extension initiatives in driving positive social change.



16. The environmental impact of the extension programs, acknowledging their effectiveness in promoting green technologies, sustainable development, and overall environmental quality improvement. The strong agreement across multiple environmental impact aspects highlights the perceived success of these programs in addressing environmental concerns and fostering a more sustainable community.
17. Proper consultation and active communication in the planning of Barangay/Organization programs with the College Extension Service Unit. The strong agreement across different planning elements underscores the importance of effective communication and collaboration in the planning phase of extension programs, ultimately contributing to successful outcomes and stakeholder engagements.
18. The time provided for participation in activities by the extension service unit, but there is a need for increased community involvement in seminars and training conducted by the College's extension service unit. The strong agreement across various implementation aspects underscores the importance of effective implementation processes in achieving the goals of the extension service unit.
19. Collaboration with Community leaders and other stakeholders to gain their support and participation in college extension service programs and projects"
20. Regular communication, meetings, or gatherings in the community to provide updates and information about extension service activities"
21. Strengthening of the relationship between the college and the community. Through regular communication and trust, extension service programs and projects will be more effective.
22. The extension services' efforts in delivering relevant, accessible, and impactful training programs that contribute to the empowerment and development of the community. The consistently high ratings across multiple aspects of the extension services demonstrate the respondents' strong satisfaction and endorsement of these initiatives.

Recommendations

Based on the data provided in the sources, the following recommendations can be made:

1. Interventions or programs should consider age and gender distributions to target services effectively, ensuring inclusivity and equity. Further investigation is needed to address the absence of female beneficiaries under 14 and align in outreach efforts to balance gender representation across age groups.
2. Initiatives aimed at promoting equal opportunities and reducing gender-based hurdles are crucial for creating a balanced and inclusive environment for future programs or studies.
3. Educational programs should be tailored to individuals with lower educational backgrounds to bridge the gap and promote further educational advancement among participants.
4. Efforts should focus on addressing employment opportunities for those in less secure positions, emphasizing job stability and career development for individuals in temporary roles.
5. Promoting employment policies that foster job security and provide support for individuals in less stable roles is essential to ensure a stable workforce.
6. Organizations and policymakers should prioritize fostering job security and offering resources to employees facing uncertainty in their roles to enhance workforce stability and improve overall job satisfaction.
7. Understanding the income distribution within the group, particularly the concentration in the middle-income range, can inform targeted interventions and support programs to address financial circumstances effectively.
8. Recognizing the motivation of respondents to contribute to community development and the value they place on training programs can guide the design and implementation of future extension and community service initiatives to align with beneficiaries' priorities and preferences.
9. Aligning the program offerings to meet the diverse needs and preferences of participants is crucial, considering the varying levels of interest and engagement among individuals in different training and seminar programs.
10. Strong engagement and agreement in technical support areas highlight the importance of thorough representation and high participation in support programs for construction projects.
11. While there was slightly less emphasis on education and self-improvement, the overall high level of satisfaction and agreement with acquired knowledge from training sessions is noteworthy.
12. The high value placed on training programs by respondents, along with the positive impact on skills, knowledge, and attitudes, underscores the effectiveness of training in enhancing overall performance and capabilities.
13. Recognizing the economic impact of training programs, with positive effects on employment, income, quality of life, productivity, and community development, emphasizes the importance of training in improving economic outcomes for beneficiaries.
14. Acknowledging the social impact of extension programs in enhancing knowledge, skills, community participation, and societal development highlights the effectiveness and importance of these initiatives in driving positive social change.
15. Valuing the environmental impact of extension programs in promoting green technologies, sustainable development, and environmental quality improvement underscores the success of these programs in addressing environmental concerns and fostering a sustainable community.
16. Proper consultation and active communication in planning programs with the College Extension Service Unit are crucial for successful outcomes and stakeholder engagement.
17. While respondents highly value the time provided for participation in activities by the extension service unit, increased community involvement in seminars and training is needed to enhance the effectiveness of implementation processes and achieve the goals of the extension service unit.
18. Collaboration with community leaders and stakeholders, regular communication, and strengthening relationships between the college and the community are essential for the effectiveness of extension service programs and projects.



19. The respondents' appreciation of the extension services' efforts in delivering impactful training programs that contribute to community empowerment and development underscores the importance of these initiatives and the satisfaction they bring to the community.

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