Community Outreach Programs and Extension Services of the Pangasinan State University

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Abstract. According to Presidential Decree (PD) Number 1497, one of the main roles of Pangasinan State University (PSU) was expansion, along with teaching, study, and income generation programs. PSU's extension services offer ongoing guidance and assistance to growers, out-of-school teens, unemployed parents, mothers, women's groups, and others, indigenous communities, fisherfolk, entrepreneurs, students, and other sectoral classes contribute to socio-economic growth and mobilization at the grass-roots levels for long-term development. The following are the general sectors of the University Extension Services Agenda on which each department on campus can focus their extension-related activities: Poverty alleviation; quality education; gender equality and empowerment; sustainable agriculture; engineering, communications, and technology; health care; climate change and environmental protection; food security; and human resources; Policy and Governance; Business and Finance; and Technology Promotion this research aimed to establish PSU's community outreach projects and extension services for the 2019-2020 academic year. A cross-sectional sample analysis method was used for the quantitative descriptive report. The origins included 20 Extension Services Coordinators from various departments and 100 faculty-implementers from PSU. The questionnaire was the primary research tool. The Average Weighted Mean (AWM) and z-test were used as statistical instruments in the analysis. Based on the results, the following conclusions are reached: The coordinators and faculty-implementers of PSU refer to the demand for social transition to effect reform and improve community life. The views of the initiated and applied variety of extension programs and facilities differ between coordinators and faculty-implementers. Because of the perceived relatively severe crisis, the university decided to implement a tracking and assessment tool for community outreach activities and extension resources. Coordinators and faculty-implementers face similar challenges when implementing community outreach projects and extension facilities. The community outreach program strategy is useful in putting community outreach projects and extension resources into action. Based on the findings, the following recommendations are made: PSU coordinators and faculty implementers can continue to implement community outreach activities and extension facilities on a large scale. To have a broader effect on the communities, the university's core community outreach projects and extension facilities should be strengthened and intensified. The University should form a monitoring and assessment committee to develop a method of evaluation and recommendations for community outreach projects and extension resources. The neighborhood outreach initiative plan should be strictly monitored when it is applied.

Keywords: Community Outreach Programs, Extension Services, Pangasinan State University.

INTRODUCTION

Higher education provides expertise to people, groups of individuals, or populations as a societal benefit. As a result, colleges provide what are known as extension networks or outreach initiatives. Universities apply their skills to help meet the needs of society through their students, who are assisted/supervised by faculty members or employees – often, a neighborhood within their respective catchment areas is selected. The nature and activities of the outreach are determined after a needs review. In this basic way, the analysis serves the extension purpose. A university puts its expertise to use in the name of humanity. A university's experience is extended in a variety of areas, in addition to the academics in charge of outreach. According to P.D. 1497, one of the main roles of the PSU is expansion, along with training, study, and income production. Through PSU's extension services offer ongoing guidance and assistance to fishermen, out-of-school youth, unemployed individuals, mothers, women's organizations, indigenous communities, fisherfolk, traders, students, and other sectoral classes, thus leading to socioeconomic growth and empowerment at the grass-root levels for sustainable development. In these lines, the researcher sought to identify the PSU's neighborhood outreach activities and extension resources for the 2019-2020 academic year. As a result, the analysis was carried out.

STATEMENT OF THE PROBLEM

This research aimed to evaluate the PSU's community outreach activities and extension resources for the 2019-2020 academic year. This study specifically sought to address the following sub-problems:

1. What is the extent of implementation of community outreach programs and extension services as perceived by the Coordinators and faculty-implementers?
   a. Management;
   b. Programs/Activities;
   c. Strategies;
   d. Linkages of Government Organizations;
   e. Linkages of Government Non-Governmental Organizations; and
   f. Funding?
2. Is there a significant difference between the level of incorporation of community outreach activities and extension facilities in the perceptions of coordinators and faculty-implementers?
3. How serious are the challenges faced by coordinators and faculty-implementers in implementing community outreach projects and extension services?
4. Is there a significant difference in the degree of challenges faced in the execution of community outreach projects and extension facilities in the views of coordinators and faculty-implementers?
5. What community outreach initiative strategy should be proposed to enhance PSU's extension services?

NULL HYPOTHESES

The study's null hypothesis was evaluated at the .05 degrees of significance: there is no substantial variation in the scale of incorporation of community outreach projects and extension resources between coordinators and faculty-implementers. There is no substantial variation in the degree of challenges faced in the execution of community outreach projects and extension facilities in the experiences of coordinators and faculty-implementers.

SCOPE AND DELIMITATION OF THE STUDY

During the 2019-2020 academic year, the report focused on the PSU's neighborhood outreach activities and extension facilities. The level of delivery of community outreach projects and extension facilities as viewed by the Coordinators and faculty-implementers was one of the sub-problems, along with Management; Programs/Activities; Linkages between Government Organizations and Non-Governmental Organizations; Funding; and Strategies. Similarly, the report was concerned with the difficulties faced by coordinators and faculty implementers in the introduction of community outreach projects and extension facilities. Then, the proposed community outreach program plan can improve the extension services of PSU was the output of the study. However, the implementation of such was the limitation of the study.

The span of the study was within a semester. The respondents were the 20 Extension Services Coordinators and 100 Faculty-Implementers of the Lingayen and Binmaley Campuses which were suggested during the title defense. All courses are offered in Lingayen and Binmaley Campuses [1].

METHODOLOGY

The study used quantitative-descriptive [2] [12] [13] in nature, as well as the cross-sectional survey test design. The design was used to assess the PSU's community outreach activities and extension facilities for the 2019-2020 academic year. The research identified the degree to which community outreach projects and extension services were implemented along with Management;

Programs/Activities; Linkages of Government Organizations and Non-Governmental Organizations; Funding; and Strategies. The degree of the problems encountered by the coordinators and faculty-implementers in the implementation of community outreach programs and extension services were also described in the study. Then, the output was the community outreach program plan to improve the extension services of PSU.

Instrumentation and Data Collection

The questionnaire was the main instrument of the study [3]. The researcher generated the questionnaire based on readings. The first section of the instrument is made up of the Coordinators' and faculty-implementers' perceptions of the degree to which community outreach activities and extension resources are being implemented, along with Management; Programs/Activities; Linkages of Government Organizations and Non-Governmental Organizations; Funding; and Strategies.

The second part of the instrument is composed of the problems encountered by the coordinators and faculty-implementers in the implementation of community outreach programs and extension services.
Cronbach alpha was used with a value of .74. The instrument was valid.

The researcher requested a letter of permission to conduct the study from the office of the President of PSU. The researcher distributed and retrieved the questionnaires personally in the two campuses during their meeting. The retrieved questionnaires were tallied and organized through Microsoft Excel. The anonymity of the data was maintained in the study. All data were handled with the utmost confidentiality.

Tools for Data Analysis

The following are the statistical tools used in the study.

To answer problem number 1, Average Weighted Mean (AWM) [4] was used to assess the degree to which community outreach activities and extension resources were implemented as viewed by Coordinators and faculty-implementers along with Management; Programs/Activities; Linkages of Government Organizations and Non-Governmental Organizations; Funding; and Strategies.

The degree to which community outreach projects and extension resources are implemented, as viewed by Coordinators and faculty-implementers along with Management; Programs/Activities; Linkages of Government Organizations and Non-Governmental Organizations; Funding; and Strategies was interpreted

To address issue number two, the z-test was used to determine if there is a substantial variation in the level of operation of community outreach projects and extension resources as understood by the coordinators and faculty implementers.

The composite weighted mean was used to calculate the degree of challenges faced by coordinators and faculty-implementers in the execution of community outreach projects and extension facilities in response to problem number three.

The level of difficulty faced by coordinators and faculty-implementers in implementing community outreach activities and extension resources was perceived.

A z-test was used to determine whether there is a substantial gap in the experiences of coordinators and faculty-implementers in the degree of difficulties faced by coordinators and faculty-implementers in the delivery of community outreach projects and extension services.

RESULTS AND DISCUSSIONS

This chapter discusses the findings and results of the study.

The level of Community Outreach Programs and Extension Services Implementation as Perceived by Coordinators and Faculty-implementers

SUCs have a broad range of extension programs and facilities to serve and enhance neighborhood life. These are mainly intended to increase livelihood stability, eradicate hunger, reduce illiteracy, improve health and nutrition, and provide a governance structure that encourages, protects, and sustains human growth while also maintaining and sustaining the environment.

Management

Table 1 depicts the level of execution of community outreach activities and extension resources as viewed by Coordinators, faculty-implementers, and Management. According to the map, there is a very comprehensive implementation of community outreach projects and extension resources as viewed by the Coordinators (3.47), as well as extensive implementation as perceived by the faculty-implementers (3.09) and Management.

Table 1

The level of Community Outreach Programs and Extension Services Implementation as Perceived by Coordinators and Faculty-Implementers, as well as Management

Management	Faculty		Coordinators	
	WM	VI	WM	VI
Plan, implement, monitor, coordinate, and evaluate the University Development Plan for Research and Extension	3.23	E	3.38	VE
Coordinate and promote interdisciplinary collaboration in extension and training programs and projects of campuses following the thrust and priorities of the University	3.05	E	3.52	VE
Collect, collate, analyze, synthesize, and communicates research and extension data to related divisions and departments in the University	3.15	E	3.57	VE
Recommend research and extension faculty and non-teaching staff for the scholarship, fellowship, and training programs	3.00	E	3.48	VE
Monitor and feedback to the President research and extension activities and performance	3.00	E	3.38	VE
AWM	*3.09*	*E*	*3.47*	*VE*

Legend:

3.26 – 4.00	Very Extensive (VE)
2.51 – 3.25	Extensive (E)
1.76 – 2.50	Moderately Extensive (ME)
1.00 – 1.75	Not Extensive (NE)

The coordinators are perceived to be very extensive in the collection, collation, analysis, synthesis, and communication in the research and extension data to related divisions and departments in the University (3.57). This implies that coordinators become more aware of how they were perceived by others. They have opportunities to make behavior changes to enhance their effectiveness while working with others. This is the highest indicator. However, the faculty-implementers are very extensive in planning, implementing, monitoring, coordinating, and evaluating the University Development Plan for Research and Extension (3.23).

The World Bank [5] argues that research expenditures are regarded as investments in knowledge capital.

Programs/Activities

Table 2 shows the extent of implementation of community outreach programs and extension services as perceived by the Coordinators and faculty-implementers along with Programs/Activities.

The table shows that there is a very extensive implementation of community outreach programs and extension services as perceived by the Coordinators (3.53) and extensive as perceived by the faculty-implementers (3.11) along with Programs/Activities.

The faculty-implementers perform comprehensive needs assessments to identify community recipients of community extension programs (3.18). Gaining more insight and comprehension of the health status of the population at large ranks first in the percentage distribution for improving the recipients' quality of life [6].

Table 2

The level of Community Outreach Programs and Extension Services Implementation as Perceived by Coordinators and Faculty-Implementers, as well as Programs/Activities

Programs/Activities	Faculty		Coordinators	
	WM	VI	WM	VI
Conduct a needs survey to identify the community members who will benefit from community extension programs.	3.18	E	3.52	VE
Screen and evaluate the study, project, program proposals along with the areas of student scholarships, sports, cultural, admission, library, extension, and training intended for funding by the University and other agencies	3.05	E	3.52	VE
Assist intended beneficiaries in establishing home enterprises and cooperatives.	3.10	E	3.57	VE
Pursue extension service services, events, and projects (PAPs) that will help agencies, businesses, and communities, especially the poor and underserved, achieve long-term growth.	3.13	E	3.52	VE
Provide a continuing network of scholarship awards and workshops to help extension staff develop their skills.	3.10	E	3.52	VE
AWM	*3.11*	*E*	*3.53*	*VE*

Legend:

3.26 – 4.00	Very Extensive (VE)
2.51 – 3.25	Extensive (E)
1.76 – 2.50	Moderately Extensive (ME)
1.00 – 1.75	Not Extensive (NE)

The coordinators go over and beyond to assist goal beneficiaries in establishing home businesses and cooperatives (3.57).

The PSU conducted a clean-up drive, tree planting and led the Bakawan Project. They also conducted seminars for the cooperatives on entrepreneurship and application to Cooperative Development Authority (CDA). They also conducted the medical mission. This is supported by the study of Baes, Bautista, and Garcia [7], that projects for community and extension services included environmental protection, information drive for motivating people, seminar/ conference/forum, and the free clinic as approaches.

Strategies

Table 3 shows the extent of implementation of community outreach programs and extension services as perceived by the Coordinators and faculty-implementers along with Strategies.

The table shows that there is a very extensive implementation of community outreach programs and extension services as perceived by the Coordinators (3.49) and extensive as perceived by the faculty-implementers (3.04) along with Strategies.

Table 3

The level of Community Outreach Programs and Extension Services Implementation as Perceived by Coordinators and Faculty-Implementers, as well as Strategies

Strategies	Faculty		Coordinators	
	WM	VI	WM	VI
Utilize research-based technologies for sustainable development	3.05	E	3.52	VE
Create and incorporate an efficient process for the University's Extension Service's planning, policy-making, funding, supervision, reporting, and evaluation.	3.00	E	3.52	VE
Build and develop faculty technical skills for more efficient extension operation.	3.00	E	3.43	VE
Conduct studies on various areas of the extension program and its administration.	3.10	E	3.48	VE
Create and incorporate a continuous capacity training curriculum for extension employees.	3.03	E	3.48	VE
AWM	*3.04*	*E*	*3.49*	*VE*

Legend:

3.26 – 4.00	Very Extensive (VE)
2.51 – 3.25	Extensive (E)
1.76 – 2.50	Moderately Extensive (ME)
1.00 – 1.75	Not Extensive (NE)

The faculty-implementers do comprehensive studies on various facets of the extension service and its administration (3.10). The coordinators are very extensive in the utilization of research-based technologies for sustainable development (3.52). There is also an extensive formulation and implementation of an effective mechanism for planning, policy-making, financing, management, monitoring, and assessment of the Extension Service of the University (3.52).

A Web search for recent public hearings relating to the research subject of concern, communicating with peers, and calling the alumni office of one's university for leads are all potential approaches. Another option for attracting key collaborators is to host a well-publicized and widely available public lecture on one's research subject, to which neighborhood leaders are invited. Consultation with key members of the society can also aid scientists in refining their understanding of group need [8].

Linkages of Government Organizations

Table 4 shows the extent of implementation of community outreach programs and extension services as perceived by the Coordinators and faculty-implementers along with Linkages of Government Organizations.

The table shows that there is a very extensive implementation of community outreach programs and extension services as perceived by the Coordinators (3.53) and extensive as perceived by the faculty-implementers (3.15) along with Linkages of Government Organizations.

6

Table 4

The level of Community Outreach Programs and Extension Services Implementation as Perceived by Coordinators and Faculty-Implementers, as well as Government Organizational Links

Linkages of Government Organizations	Faculty		Coordinators	
	WM	VI	WM	VI
Participate as a resource person in government training activities.	3.05	E	3.48	VE
Establish a network of linkages with government extension institutions	3.10	E	3.57	VE
Assist communities by providing technical, vocational, and educational services	3.23	E	3.48	VE
Create a college networking infrastructure to aid in the preparation, execution, tracking, and review of the University's extension program.	3.26	VE	3.62	VE
Participate in the creation of processes and strategies for identifying and evaluating the training needs of communities, institutions, and industries.	3.10	E	3.52	VE
AWM	*3.15*	*E*	*3.53*	*VE*

Legend:

3.26 – 4.00	Very Extensive (VE)
2.51 – 3.25	Extensive (E)
1.76 – 2.50	Moderately Extensive (ME)
1.00 – 1.75	Not Extensive (NE)

The establishment of a networking mechanism among the colleges that will promote training, execution, supervision, and review of the University's extension program was viewed as very comprehensive by the faculty implementers and coordinators, with weighted means of 3.26 and 3.62, respectively.

According to the study's findings, it is important to recognize supportive collaborators that are more familiar with the target group. These existing communities, which often have valuable connections and have built faith within a target population, could be more successful than the researcher herself or himself at providing the outreach message for a research project. Allowing partners to adapt the messaging to their desires strengthens their sense of control of the message and increases the probability that partners and the target audience will embrace long-term reform [9].

Linkages of Government Non-Governmental Organizations

Table 5 shows the extent of implementation of community outreach programs and extension services as perceived by the Coordinators and faculty-implementers along with Linkages of Non-Government Organizations.

The table shows that there is a very extensive implementation of community outreach programs and extension services as perceived by the Coordinators (3.53) and extensive as perceived by the faculty-implementers (3.14) along with Linkages of Non-Government Organizations. The non-government organizations include the cooperative of farmers, fishermen, tricycle operators, and food technology. This implies that the community outreach program and extension services widened and expanded in groups.

Table 5
The level of Community Outreach Programs and Extension Services Implementation as Perceived by Coordinators and Faculty-Implementers, as well as Non-Governmental Organization Links

Linkages of Non-Government Organizations	Faculty		Coordinators	
	WM	VI	WM	VI
Participate as a resource person in government training activities.	3.15	E	3.52	VE
Establish a network of linkages with government extension institutions	3.15	E	3.52	VE
Assist communities by providing technical, vocational, and educational services	3.15	E	3.57	VE
Create a college networking infrastructure to aid in the preparation, execution, tracking, and review of the University's extension program.	3.15	E	3.52	VE
Participate in the creation of processes and strategies for identifying and evaluating the training needs of communities, institutions, and industries.	3.08	E	3.52	VE
AWM	*3.14*	*E*	*3.53*	*VE*

Legend:

3.26 – 4.00	Very Extensive (VE)
2.51 – 3.25	Extensive (E)
1.76 – 2.50	Moderately Extensive (ME)
– 1.75	Not Extensive (NE)

This means that the relative positions and impacts of NGOs and corporations in these various types of community engagement relationships are potentially important. Companies should consider new modes of government in their local contexts.

As a system, extension facilitates the access of farmers, their organizations, and other market actors to knowledge, information, and technologies; facilitates their interaction with partners in research, education, agribusiness, and other relevant institutions; and assists them to develop their own technical, organizational and managerial skills and practices [10].

Funding

Table 6 shows the extent of implementation of community outreach programs and extension services as perceived by the Coordinators and faculty-implementers along with Funding.

The table shows that there is a very extensive implementation of community outreach programs and extension services as perceived by the Coordinators (3.32) and extensive as perceived by the faculty-implementers (2.93) along with Funding. This means that one way to make participation in outreach activities more competitive is to make better use of available services.

Table 6
The extent of Implementation of Community Outreach Programs and Extension Services as Perceived by the Coordinators and Faculty-Implementers along with Funding

Funding	Faculty		Coordinators	
	WM	VI	WM	VI
Prepare and submit budgetary proposals for research and extension	3.03	E	3.38	VE
Outsourcing of funds	2.87	E	3.14	E
Coordination and/or establishment of links with other organizations to access assistance/resources	2.92	E	3.33	VE
Increase the University's funding allocation for extended services by obtaining funds from outside sources.	2.87	E	3.43	VE
Extension PAPs that deserve funding should be dependent on the University's extension program thrusts and goals.	2.97	E	3.33	VE
AWM	*2.93*	*E*	*3.32*	*VE*

Legend:

3.26 – 4.00	Very Extensive (VE)
2.51 – 3.25	Extensive (E)
1.76 – 2.50	Moderately Extensive (ME)
– 1.75	Not Extensive (NE)

It was found out that there preparation and submission of budgetary proposals for research and extension (3.03) is the highest indicator as perceived by the faculty-implementers in the implementation of community outreach programs and extension services along with Funding although it is considered extensive. Although the coordinators felt that an indicator, complements the University's budgetary provision for extension service by accessing external sources of funds, with a weighted mean of 3.43 is rather comprehensive.

One method of including populations in science is to allocate direct funds to neighborhood associations and organizations. Direct funding allows groups and organizations to conduct their research. This gives you the knowledge and allows you to understand. Providing professional support to neighborhood organizations is one way to expand learning opportunities. Furthermore, such efforts encourage neighborhood organizations and can contribute to further grant requests and research programs [11].

Difference between the Perceptions of the Coordinators Themselves and Faculty-implementers in the Extent of Implementation of Community Outreach Programs and Extension Services

Table 7 shows the difference between the perceptions of the coordinators and faculty-implementers in the extent of the implementation of community outreach programs and extension services.

The table shows that the perceptions of the coordinators and faculty-implementers in the extent of the implementation of community outreach programs and extension services along with Management (p-value = $0.00 < .01$); Programs/Activities (p-value = $0.00 < .01$); Strategies (p-value = $0.02 < .05$); Linkages of Government Organizations (p-value = $0.00 < .01$); and Funding (p-value = $0.01 = .01$) are significant.

Table 7
Difference between the Perceptions of the Coordinators Themselves and Faculty-Implementers in the Extent of Implementation of Community Outreach Programs and Extension Services

Variables	z	p-value	Decision
Management	3.22	0.00**	H_0 is rejected
Programs/Activities	3.89	0.00**	H_0 is rejected
Strategies	2.39	0.02*	H_0 is rejected
Linkages of Government Organizations	3.30	0.00**	H_0 is rejected
Linkages of Non-Government Organizations	1.76	0.08	H_0 is accepted
Funding	2.55	0.01**	H_0 is rejected

Significant at.05*
Significant at.01**

In terms of management, gaining experience presenting research to non-scientific audiences will help students build skills and connections that will be useful later in their careers, especially if they want to work at the interface of science and society. If one's university does not have an outreach specialist on board, it might be worthwhile to consider recruiting one on one's own or collaborating with other professors to recruit one. Though supporting outreach practitioners can be costly, they can significantly improve the efficacy of a study group's or institution's public outreach efforts—and possibly grant-writing performance.

In terms of Programs/Activities, one way to assess the target group's interest in an outreach project is to use an interactive Web site. Counting the amount of Web site visitors is less helpful, but it does give insight into how effective a Web site is. It may also be possible to conduct interviews or hold focus sessions for users to gather input on the program's efficacy. Effective assessment is essential for optimizing outreach efforts and reporting back to grantors in annual and final reports, particularly if education and public outreach activities were proposed as part of the work plan [8].

In terms of strategies, for an outreach initiative to be successful, it must meet a critical need. The relative value of a community's needs may be measured by formal methods (e.g., a survey or series of workshops) or by other, less formal feedback (e.g., from community leaders, teachers, or others). Increased scientific awareness related to environmental problems (i.e., curriculum to improve knowledge) and increased awareness of an applicable problem that research can help solve are two examples of significant, community-based needs (i.e., education leading to behavior change in society).

Consulting funding-agency Web pages for updates about their latest areas of concern about agency priorities and target markets is also beneficial.

In terms of government agency linkages, community organizations may also be useful allies, particularly if they have previously collaborated with one's entity. In trying to collaborate with individuals or organizations outside of the academic study setting, it is beneficial to begin by listening to their needs and desires and approaching them as partners who offer a valuable and complementary skill set.

In terms of funding, creating a successful public outreach aspect of a research project can also significantly magnify the influence of one's research and strengthen teaching activities by linking a researcher with new audiences and collaborators.

In terms of perspectives of coordinators and faculty-implementers in the delivery of community outreach activities and extension facilities, faculty-implementers and coordinators differ greatly.

Problems Faced by Coordinators and Faculty Implementers When Implementing Community Outreach Programs and Extension Services

Table 8 depicts the difficulties faced by coordinators and faculty-implementers in implementing community outreach projects and extension resources.

According to the index, the coordinators' (2.50) and faculty-implementers' (2.52) issues are usually of mild severity. However, when it comes to the execution of community outreach projects and extension facilities, the coordinators identified the following issues as serious: inadequate support personnel (2.72); lack of Internet service (2.69); and the majority of people are unaware of extension services (2.64).

Table 8
Problems Encountered by the Coordinators and Faculty-Implementers in the Implementation of Community Outreach Programs and Extension Services

Perceptions	Faculty		Coordinator	
	WM	**VI**	**WM**	**VI**
technological barriers	2.38	S	2.33	MS
loss of human capital	2.36	S	2.38	MS
economic downturn	2.51	S	2.52	S
lack of public transportation	2.33	MS	2.19	MS
large economic disparities between the "very wealthy and extremely disadvantaged"	2.49	MS	2.86	S
poor facilities	2.62	S	2.52	S
inadequacy of signage to "inform the public of program opportunities"	2.62	S	2.76	S
lack of extension buildings	2.62	S	3.19	S
lack access to the Internet	2.69	S	2.86	S
majority of citizens are not aware of extension programs	2.64	S	2.48	MS
reluctant stakeholders	2.49	MS	2.48	MS
insufficient support staff	2.72	S	2.00	MS
the use of gadgets and other electronic equipment	2.38	MS	2.33	MS
low community involvement	2.49	MS	2.10	MS
AWM	**2.52**	**MS**	**2.50**	**MS**

Legend: 3.26 – 4.00   Very Serious (VS)
           2.51 – 3.25   Serious (S)
           1.76 – 2.50   Moderately Serious (MS)
           1.00 – 1.75   Not Serious (NS)

The faculty-implementers (2.52) encountered the problems on lack of extension buildings (3.19); large economic disparities between the "very wealthy and extremely disadvantaged" (2.86) and lack access to the Internet (2.86); and inadequacy of signage to "inform the public of program opportunities" (2.76) as serious.

Difference between the Perceptions of the Coordinators and Faculty-implementers in the Degree of the Problems Encountered in the Implementation of Community Outreach Programs and Extension Services
        Table 9 shows the difference between the perceptions of the coordinators and faculty-implementers in the degree of the problems encountered in the implementation of community outreach programs and extension services.

Table 9
Difference between the Perceptions of the Coordinators and Faculty-implementers in the Degree of the Problems Encountered in the Implementation of Community Outreach Programs and Extension Services

	Perceptions	z	p-value	Decision
*Significant at .05	Coordinators			
	Faculty-Implementers	0.259	2.056	Significant

The table shows that the z-value of 0.259 has the p-value=2.056>.05. This suggests that the coordinators' views of the magnitude of issues faced in the delivery of community outreach projects and extension facilities do not differ from those of the faculty-implementers. This suggests that faculty-implementers have common views of the magnitude of challenges faced in the introduction of community outreach projects and extension facilities. What they seem to be seeing when issues seem to be shared by all respondents.

CONCLUSIONS

Based on the results, the following conclusions are reached: PSU coordinators and faculty-implementers respond to the demand for social reform to effect change and improve community life. The coordinators' and faculty-implementers' perspectives on the initiated and adopted an array of extension programs and resources differ. The alleged relatively severe issue observed led to the decision that the university should implement a screening and appraisal tool for community outreach activities and extension services. The coordinators and faculty-implementers face common challenges when implementing community outreach programs and extension services, and the community outreach program strategy is useful in implementing community outreach programs and extension services.

RECOMMENDATIONS

Based on the findings, the following recommendations are made: The PSU coordinators and faculty-implementers can continue to incorporate community outreach projects and extension facilities on a large scale. To have a broader effect on the communities, the implementation of the university's core community outreach activities and extension services should be strengthened and enhanced. The University should form a monitoring and assessment committee to develop an evaluation framework and input process for community outreach projects and extension facilities, and the community outreach program plan should be strictly monitored as it is implemented.

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