



Implementation Of A State University's Extension Training Activities

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ABSTRACT

This paper assessed the extension training activities of the college under the Adopt-A-Barangay Volunteerism Program of the Isabela State University with the intent of establishing the current scenario of its implementation. The "Teach And Provide: Ced Extension Training Activities" Was Conceptualized Based On The Needs Of Barangay San Fabian People. The Respondent Faculty-Extensionists And Beneficiaries Assessed The Conditions And Status Of Its Implementation On The Identified Criteria Namely Planning And Management, Objectives, Topics, Venue, Strategies Used, Faculty-Extensionists Expertise And Involvement Of Recipients Along With The Problems That Beset Them. Survey Questionnaire, Document Analysis, And Focus Group Discussion Were Utilized In Soliciting The Required Data. As Deduced From The Findings Of The Study, This Extension Training May Be Continued Adopting Further Enhancement On The Existing Activities Geared Towards Training Identified As Cedlit Which Pertains To Literacy Training, Cedlead On Leadership Concerns , And On Livelihood Opportunities As Cedlive. Both Respondent Groups "Strongly Agree" That Faculty-Extensionists Are Knowledgeable, An Expert On The Topics Delivered, And In Good Rapport With The Participants While They "Agree" With The Rest Of The Indicators - Objectives, Venue, And Participant Involvement. Moreover, Faculty Extensionists, As Revealed In The Study Experienced "Minor" Problems Such As Lack Of Interest Among Clientele, Lack Of Faculty Commitment In Doing Extension Works, Inadequateness Of Faculty In Managing Training Activities, And Absence Of Periodic Monitoring And Evaluation Of The Training Activities. Though There Are Problems That Were Considered "Minor," These Need Not Be Neglected By The Institution, But, alternative courses of action or interventions be crafted. Hence, the adoption of the proposed program of activities by the researcher making it more responsive and beneficial to its target beneficiaries.

Keywords: extension training, volunteerism program, faculty-extensionists, beneficiaries

INTRODUCTION

Academic institutions must assist developing nations like the Philippines in their fight against poverty, unemployment, illiteracy, and other social issues, according to Guiab, Sario, and Guiab (2016). These social challenges require the involvement of academia to develop a scientific analysis of the social problems because they cannot be solely addressed by local government officials or residents (Dilao, 2012). As a repository, producer, and distributor of knowledge, academia has enormous potential to influence society (North Western University, 2018). By giving community members more influence, it can bring about change (Dilao, 2012). In developing nations, academic institutions can make a variety of contributions to local development. One strategy is to provide community members with information and skill-enhancing programs, such as instruction in entrepreneurship, healthcare, and environmental preservation. For instance, a study by Maoneni and Rugeiyamu (2019) revealed that a Tanzanian university's entrepreneurship program enhanced participants' income and job chances, hence enhancing their economic well-being. Academic institutions can also carry out local issue-focused research and disseminate the results to key stakeholders to help guide policy and decision-making. Examples of such local issues include public health and education. Partnerships with neighborhood organizations can also make it easier to carry out community-based initiatives like granting access to clean water and medical care, which can significantly improve the health and wellbeing of the neighborhood.

Because of this, schools and institutions expand their services to aid the government in achieving its goals and objectives and create extension programs to assist individuals in need of help so they can gain lifelong knowledge and enabling abilities (Guiab et al., 2016). Additionally, community extension services address the expectations of making education accessible to the poor as well as the Vision-Mission of colleges and institutions in addition to the demands of underprivileged communities (Gonzales & Maghamil, 2009). Through their four dual roles of instruction, research, extension, and production, State Universities and Colleges (SUCs) in the Philippines are tasked to advance the socio-economic growth and sustainable development of the country. These four distinct functions are complementary to one another. Research and extension activities enhance

education, whereas supplemental instruction promotes both research and extension. additionally, production results from research and extension output. SUCs have a duty to support the communities in which they are located as HEIs (Higher Education Institutions). Likewise, in order to address social issues like poverty, unemployment, illiteracy, and others, communities require assistance from all academic institutions, including SUCs (Guiab et al., 2016).

As part of carrying out the university's extension mandate, the College of Education at Isabela State University's Echague Campus (CED-ISUE) has been conducting extension training activities for their adopted barangays. The accreditors submitted their results in all the curriculum that were surveyed during an AACUP Accreditation visit to the College. Several suggestions were made in the field of Extension.

The following are the most urgent suggestions that require quick action: (a) The extension projects lack sustainability; (b) All program faculty members are encouraged to participate in extension activities and develop a concrete plan for an extension that will be maintained and sustained and from which an impact assessment could be derived; and (c) Prepare a workable action plan for the existing extension projects and set measures to make these projects sustainable, viable, and impactful.

Monitoring and evaluation are seen as important elements of extension projects in light of the suggestions made. Monitoring and assessment must be incorporated into every educational program, as has long been suggested. Extension managers use monitoring to track progress by collecting periodic information on project inputs and activities and, based on data, adjust an ongoing program's personnel, resource allocation, and/or staff recognition. Monitoring is frequently linked with formal impact assessments and ensures that programs are implemented in accordance with their design and objectives (Suvedi & Sto). The operation, results, and impacts of a program or project were instead examined through evaluation, which involved gathering data to see if certain accepted standards had been fulfilled (Suvedi & Stoep, 2016).

In light of these factors, the researcher developed this study with the goal of determining the current status of the extension training activities and their execution under CED-ISUE as a foundation for creating an activity plan that is more responsive.

Objectives

1. What are the approved extension training activities under the College of Education, and what is the status of their implementation?
2. How do the faculty and recipients assess the implementation of the extension training of the College in terms of:
 - a. planning and management;
 - b. objectives;
 - c. topics/lecture;
 - d. venue;
 - e. strategies/techniques;
 - f. faculty trainer's expertise; and
 - g. involvement of participants
3. What are the problems encountered by the implementers and recipients of the college extension training activities?
4. What strategic program of activities can be proposed?

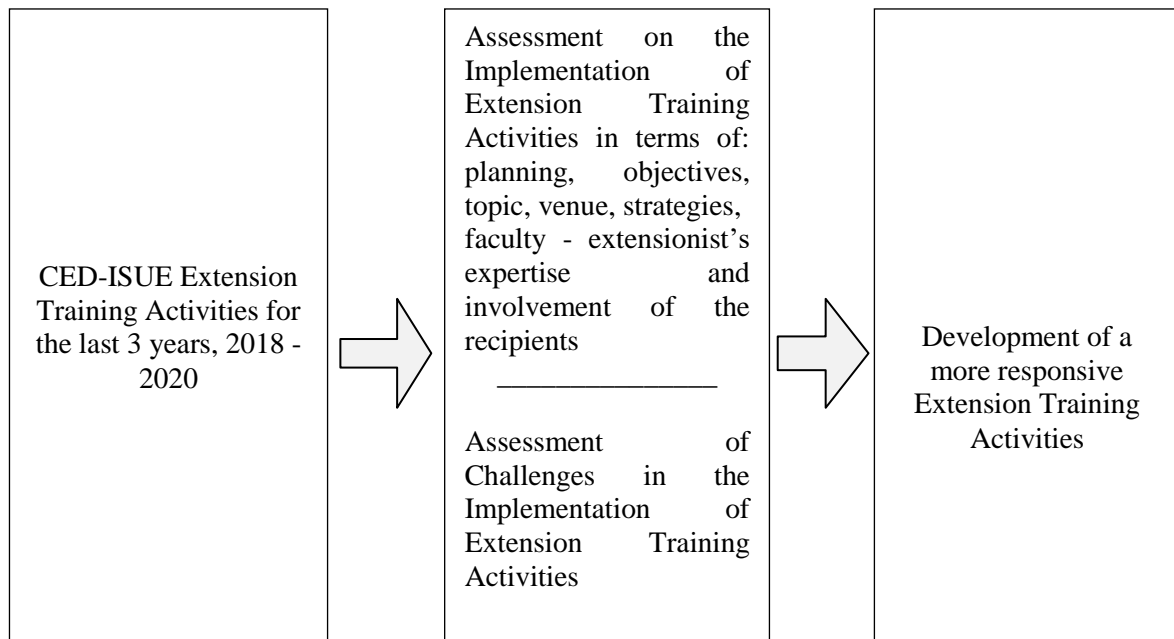
Research Paradigm

The input-process-output basic framework system serves as the study's foundation. A model used to evaluate systems and organizations, including academic institutions, is the input-process-output (IPO) framework. The IPO framework offers a valuable instrument for evaluating the effectiveness and impact of academic institutions, according to Halim and Mohamad (2021). Recent studies have shown how the IPO framework may be used to analyze the effectiveness and impact of academic institutions across a range of situations and dimensions.

For instance, Hussin et al. (2021) used the IPO framework to assess the productivity of research, the caliber of teaching, and community participation at a Malaysian public institution. They discovered that the institution had good processes and inputs but poor outputs in terms of the impact of its research and its involvement with the community. Ghazali et al. (2020) employed the IPO framework in a different study to assess the effectiveness of a Malaysian private university's academic programs, research endeavors, and student outcomes. In terms of student satisfaction and employability, they discovered that the university had solid inputs and processes, which had turned into favorable outcomes. In order to evaluate the performance of an Indonesian institution in terms of its financial viability, academic caliber, and community involvement, Muafi and Kurniawan (2020) employed the IPO framework. They discovered that the university's weak internal controls and operational procedures led to subpar outcomes in terms of student performance and community impact. The performance of a Turkish institution in terms of its human resources, research capacity, and community outreach was also examined by

Taşkın and Aydın (2019) using the IPO framework. In terms of research productivity and community impact, they discovered that the institution had good inputs and procedures, which had converted into favorable outcomes.

These studies show how the IPO framework may be used to analyze the effectiveness and impact of academic institutions across a range of contexts and aspects. The IPO framework can be used to analyze academic institutions' efficacy and efficiency, spot areas for improvement, and gauge how they affect diverse stakeholders like students, faculty, and the general public. The framework begins with a document analysis of the college's past three authorized extension initiatives, which span the academic years of 2018 to 2020. The evaluations of the faculty implementers/extensionists and the beneficiaries on the execution of the extension activities and the issues that were resolved are used in the process. The researchers viewed the results would yield the development of a more responsive and beneficial extension training activities in the college.



METHODOLOGY

The descriptive approach of research was used in the study. Descriptive studies concentrate on describing the development and implementation process as well as the results, which are frequently contextualized within the implementation environment (Gu & Warren, 2017). As a result, the researcher evaluated the College of Education's (CED) extension efforts over the past three (3) years in terms of planning, design, execution, use, and impact through a descriptive study. The necessary responses were gathered using a survey questionnaire created by the researcher. As part of the technique for gathering and validating the replies, focus groups were held. A document analysis was conducted to determine the status of the extension training programs approved by the University Extension Office. The acquired data are analyzed using statistical tools such as frequency count and mean. In the same way, this study includes reviews of the literature from academic publications, non-governmental organizations, and government bodies that deal with extension work.

The twenty (20) faculty members participating in various extension programs and the thirty-one (31) households receiving training in San Fabian, Echague, the college's adopted barrio, are the respondents. The researcher wants to establish the actual context of the college's extension training operations, where both groups' participation is important to take into account. The implementation of which was evaluated by the respondents based on the following criteria: planning, objectives, topic, location, strategies/techniques used, faculty extensionist's expertise, and the recipient's involvement, as well as other difficulties they faced.

DISCUSSION OF THE RESULT

A. A Glimpse of the College of Education (CED) Extension Training Activities and its Implementation

The CED Extension Training Activities is anchored on the philosophy set by the Isabela State University Extension and Training Services that "we must always be open and ready for the services to the people, especially the Underserved, Deprived, And Marginalized People." It Is Guided By The Principle Of Volunteerism Where Faculty And Staff Are Immersed In Selected Communities Extending Various Services And Outreach Activities. For The Last Three (3) Years Covering The School Year 2018, 2019, And 2020, The College Has Been Implementing Its Extension Program Called "Teach And Provide : Ced Extension Training

Activities” Under The Adopt-A-Barangay Volunteerism Program Of The University Which Deals With Training On Reading Literacy, Leadership Skills And Livelihood Training On Food Processing.

In A Focus Group Discussion Conducted During The Period Of This Study, Three (3) Major Training Concepts Were Conceptualized Based On The Needs And Pressing Problem Of The Clientele In The Adopted Barangay Of San Fabian, Echague, Isabela. The Aim Is To Uplift the living conditions of the people within and assist them in contextualizing learning in the easiest way possible. These are geared towards literacy or CEDLit (College of Education Literacy) training, leadership or CEDLead (College of Education Leadership) training, and livelihood or CEDLive (College of Education Livelihood) training further described as:

The CEDLit training which initially provides assistance to children and youth in communities with difficulties in reading now include the area of mathematics as well. It also extends teaching the adult ones, especially the parents, with simple teaching techniques which they can use to assist their children in doing their assignments and other school activities. Reaching out to the underprivileged sectors of society, especially those who cannot afford to have formal education, is a rewarding experience for faculty-extensionists with their teacher education students to partake in nation-building and public service.

The CEDLead training which intends to enhance the existing leadership skills of its target Sanggunian kabataan considers other aspects of training. This includes developing their leadership capacity in their current job and their interpersonal skills and community involvement. Likewise, CEDlead further aims to widen the thinking abilities of these young leaders towards creative and innovative thinking.

One-third of the working age population in developing countries like the Philippines lacks the basic skills in effectively managing themselves and their households and generating adequate income. These were observed by the faculty-extensionists in the adopted barangays. Hence, through CEDLive, it seeks to offer on top of the food processing training with other means of livelihood which may possibly pave the way towards an increased income generation and improved standard of living of its clientele.

B. Assessment of CED Extension Training Activities in terms of planning and management, objectives, topics, venue, strategies used, faculty-extensionist's expertise and involvement of recipients

Table 1 discloses the assessment of the faculty-extensionists on the implementation of CED Extension Training Activities in all seven (7) criteria. It can be deduced from the data that the respondents "strongly agree" in the criteria faculty-extensionists expertise that they are knowledgeable and an expert on the topics presented and in good rapport with the participants (with mean ratings of 4.60 and 4.45). Majority of them "agree" in three (3) of the criteria namely objectives, venue and involvement of participants. In terms of the objectives, they "agree" that CED promotes an effective and integrated need-based extension activities, it improves the clientele's quality of life, (both incurred a mean rating of 4.25) and provides an opportunity to develop the participant's skill (with a mean of 4.20). They "agree" that the venue is accessible to the participants (with a mean of 4.40), appropriate for the intended skill demonstration (with a mean of 4.35), and it is spacious and conducive for learning (with a mean of 4.30). They "agree" that in the criteria, involvement of recipients, it is actively participated (with a mean of 4.20) and attended by the expected number of participants (with a mean of 4.15). In terms of planning and management, they "strongly agree" that the extension training activities are based on the needs of the community (with a mean of 4.45) and "agree" that it is well-planned and organized (with a mean of 4.15) and there is a smooth implementation of which in the adopted barangay. Likewise, in terms of the topics, the respondents "strongly agree" on the appropriateness of the language used (with a mean of 4.50) and "agree" that it is clearly outlined and discussed (with a mean of 4.20) and provides timely, relevant learnings (with a mean of 4.25). On the strategies used, they "strongly agree" on its appropriateness to the participant's age and level of understanding (with a mean of 4.40) and facilitate the learning of concepts and skills (with a mean of 4.25).

Table 1: Faculty-Extensionist's Assessment on the Implementation of Extension Training Activities

Criteria	Mean	Description
A. Planning and Management		
1. The extension training activities are well-planned and organized.	4.15	Agree
2. The extension training activities are based on the needs of the community.	4.45	Strongly agree
3. There is a smooth implementation of the extension training activities in the adopted barangay.	4.10	Agree
B. Objectives		
1. Promote an effective and integrated need-based extension activities.	4.25	Agree
2. Provides an opportunity to develop the participant's skill.	4.20	Agree
3. Improves the quality of life of its clientele.	4.25	Agree

C. Topics/Lecture		
1. Provides timely and relevant learnings	4.25	Agree
2. Clearly outlined and discussed	4.20	Agree
3. Appropriate language is used	4.50	Strongly agree
D. Venue		
1. Accessible to the participants	4.40	Agree
2. Spacious and conducive to learning	4.30	Agree
3. Appropriate for the intended skill demonstration	4.35	Agree
E. Strategies/Techniques Used		
1. Appropriate to the participant's age and level of understanding	4.40	Agree
2. Facilitates the learning of concepts and skills demonstration	4.25	Strongly agree
F. Faculty Extensionist's Expertise		
1. Knowledgeable and an expert on the topics presented	4.60	Strongly agree
2. In good rapport with the participants	4.45	Strongly agree
G. Involvement of Recipients		
1. Attended by the expected number of participants	4.15	Agree
2. Actively participated	4.20	Agree

Table 2 shows the recipient's assessment of the Extension Training Activities conducted by the college in the different criteria that were identified. In the criteria on planning and management, they "strongly agree" that the extension training activities are based on the needs of the community (with a mean of 4.70). They "agree" that these activities are well-planned and organized (with a mean rating of 4.20 and 4.30) . In the criteria on objectives, the recipients "strongly agree" that the extension training activities provide an opportunity to develop the participant's skill (with a mean of 4.56) and in improving the quality of life of its clientele (with a mean of 4.65). They "agree," (with a mean of 4.45), that it promotes effective and integrated need-based extension activities. In terms of lectures delivered, data shows they "strongly agree" in saying that topics covered during the extension training activities provide timely and relevant learnings, were clearly outlined and discussed, and the language used is appropriate (with a mean ranging from 4.45 to 4.65). In the criteria on Venue, the respondent recipients all "agree" that it is accessible to the participants (4.35), spacious and conducive for learning (4.27), and appropriate for the intended skill demonstration (4.24). On strategies/techniques, majority "strongly agree" that the strategies used were appropriate to the participant's age and level of understanding (with a mean of 4.73) and facilitates the learning of concepts and skill demonstration (with a mean of 4.67). The same assessment was given to the criteria on faculty extensionist's expertise; the respondent recipients "strongly agree," (with a mean of 4.79 and 4.67) that they are knowledgeable, an expert on the topics they presented and in good rapport with the participants. As to participants' involvement, they all "agree" that the extension training activities were actively participated (with a mean of 4.30) and attended by the expected number of participants as shown in the mean rating of 3.80.

Table 2: Recipient's Assessment on the Implementation of Extension Training Activities

Criteria	Mean	Description
A. Planning and Management		
1. The extension training activities are well-planned and organized.	4.20	Agree
2. The extension training activities are based on the needs of the community.	4.70	Strongly agree
3. There is a smooth implementation of the extension training activities in the adopted barangay.	4.30	Agree
B. Objectives		
1. Promote an effective and integrated need-based extension activities.	4.45	Agree
2. Provides an opportunity to develop the participant's skill	4.56	Strongly agree
3. Improves the quality of life of its clientele.	4.65	Strongly agree
C. Topics/Lecture		
1. Provides timely and relevant learnings	4.70	Strongly agree

2. Clearly outlined and discussed	4.73	Strongly agree
3. Appropriate language is used	4.73	Strongly agree
D. Venue		
1. Accessible to the participants	4.35	Agree
2. Spacious and conducive for learning	4.27	Agree
3. Appropriate for the intended skill demonstration	4.24	Agree
E. Strategies/Techniques Used		
1.Appropriate to the participant's age and level of understanding	4.73	Strongly agree
2. Facilitates the learning of concepts and skill's demonstration	4.67	Strongly agree
F. Faculty Extensionist's Expertise		
1. Knowledgeable and an expert on the topics presented	4.79	Strongly agree
2. In good rapport with the participants	4.67	Strongly agree
G. Involvement of Recipients		
1. Attended by the expected number of participants	3.80	Agree
2. Actively participated	4.30	Agree

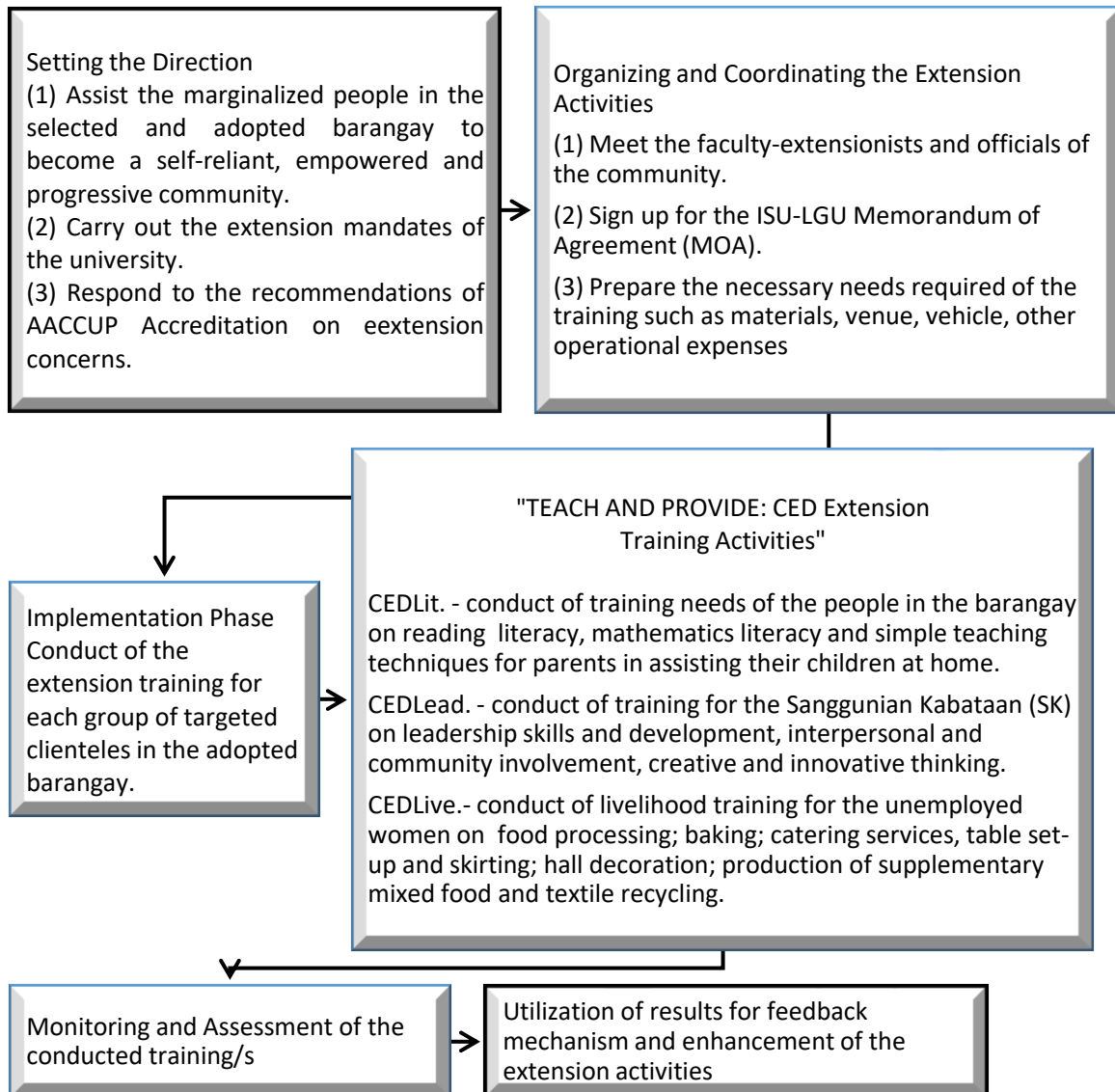
C. Assessment of the Problems Encountered by the Faculty-Extensionists in the Implementation of the Extension Training Activities

Table 3 discloses the challenges that were incurred by the faculty-extensionists in the conduct of extension training in the college. As gleaned from the data, they considered four (4) "minor" problems namely lack of interest from the clientele as shown in the mean rating of 2.50. It was found out by faculty-extensionists that at times extension activities were not attended by the intended stakeholders in the adopted barangay. Next is lack of faculty commitment with a mean of 2.30. CED finds it difficult to involve majority of the faculty in doing extension works. There is inadequate skills of faculty in managing the training activities as shown in the mean rating of 2.40 and lastly, is the absence of periodic monitoring and evaluation with a mean of 2.45. However, eleven (11) were assessed as "moderate" problems with a mean ranging from 2.55 to 3.0. These are as follows: lack of support and commitment from the community leaders; lack of support from linkage partners as stipulated in the MOA; difficulty in the consolidation of reports; training time coincides with work at home and in one's job; allocated time for training is too short; transportation is not available at the time of extension activities; participants use their own materials for the return demonstration; inadequate facilities in the adopted barangay; inability to conduct extension activities due to a number of teaching loads given; difficulty in scheduling and lack of financial assistance.

Table 3:Problems Encountered in the Implementation of Extension Training Activities

	Mean	Description
1. Difficulty in scheduling the extension training activities	3.0	Moderate
2. Lack of financial assistance to deliver the extension training activities.	3.0	Moderate
3. Lack of support and commitment from the community leaders.	2.55	Moderate
4. Lack of interest from the clientele.	2.50	Minor
5. Lack of support from linkage partners as stipulated in the MOA.	2.60	Moderate
6. Lack of faculty commitment	2.30	Minor
7. Inadequate facilities for extension training activities in the adopted barangay.	2.90	Moderate
8. Inadequate skills of faculty extensionists in managing training activities.	2.40	Minor
9. Allocated time for training is too short.	2.75	Moderate
10. Transportation is not available at the time of extension activities.	2.80	Moderate
11. Absence of periodic monitoring and evaluation of the training activities conducted.	2.45	Minor
12. Difficulty in the consolidation of reports.	2.60	Moderate
13. Training time coincides with work at home and in my job.	2.70	Moderate
14. Inability to conduct extension activities due to a number of teaching loads given.	2.90	Moderate
15. Participants use their own materials for the return demonstration.	2.80	Moderate

D. The Proposed Program of Activities for the "TEACH AND PROVIDE : CED EXTENSION TRAINING ACTIVITIES"



CONCLUSION

Based on the results of the study, these conclusions were drawn. The current extension program "TEACH AND PROVIDE : CED EXTENSION TRAINING ACTIVITIES" of the college which is grounded on the philosophy "serving the undeserved, deprived and marginalized people" set by ISU Extension and Training Services may be continued and further enhanced. Additional inputs on various trainings were identified and added to the existing ones. It is further suggested that the assessment result be taken into consideration by the college and adheres to the proposed program of activities that may help address the pressing needs of its clientele in the adopted barangay of San Fabian, Echague through the conceptualized new trainings geared towards literacy- CEDLit, leadership- CEDLead and livelihood- CEDLive.

The faculty-extensionists were found to be knowledgeable, an expert on the topics delivered, and in good rapport with the participants. However, the faculty are still encouraged to support and be more participative in doing extension work. In terms of the objectives, there is an effective and integrated need-based activities and it improves the lives of the clientele. The chosen venue as extension site is accessible, conducive, and appropriate for skill demonstration. In terms of recipient involvement, it is well attended and actively participated by the expected number of participants specifically in the livelihood training activities.

The eleven (11) problems that were assessed as "moderate" by the faculty extensionists need to be addressed immediately in coming up with a more responsive extension training activities. These are as follows: lack of support and commitment from the community leaders; lack of support from linkage partners as stipulated in the MOA; difficulty in the consolidation of reports; training time coincides with work at home and in one's job;

allocated time for training is too short; transportation is not available at the time of extension activities; participants use their own materials for the return demonstration; inadequate facilities in the adopted barangay; inability to conduct extension activities due to a number of teaching loads given; difficulty in scheduling and lack of financial assistance. Though there are problems that were simply considered "minor," these need not be neglected, but, alternative courses of action or interventions be crafted to address these challenges.

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