Community Extension Program of Saint Joseph's College of Baggao: A Basis for Comprehensive Community Development Plan

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Abstract
This study focuses on conducting a community needs assessment in the seven clustered barangays of the municipality of Baggao to develop a comprehensive development plan for Saint Joseph's College of Baggao's extension program. A descriptive correlational research design was utilized to explore the community's needs and priorities. The findings underscore the urgency of various community needs as perceived by the participants from the seven barangays. These needs span across key areas, including health, socio-cultural aspects, environmental concerns, technological advancements, economic development, spiritual well-being, and literacy, all of which were assessed as having a high level of urgency. Based on these results, specific recommendations are offered to school administrators, teachers, students, and other stakeholders. These include implementing barangay-level community training programs, fostering collaboration among stakeholders, and establishing support systems to systematically address the most urgent needs. The study emphasizes the importance of executing the comprehensive community development plan to address the identified needs of the barangays, ultimately aiming to enhance the quality of life for residents in these communities.

Keywords: Community Extension Program, Saint Joseph's College of Baggao, Comprehensive Plan, Community Development, Development Plan

1. Introduction

State colleges and universities, both public and private, are increasingly required to maintain strong connections with their communities, which are considered an essential extension of the educational environment. According to Republic Act 7722, also known as the Higher Education Act of 1994, state universities and colleges (SUCs) are mandated to address the needs for community and societal transformation while reforming themselves in the process (Commission on Higher Education [CHED], 1994). Their mission is particularly focused on serving marginalized groups, including the poorest of the poor, the underprivileged, and the oppressed (CHED, 1994). The extension programs of these institutions are generally driven by two primary factors: community demand and accreditation requirements. Demand-driven development programs are based on community needs assessments, which are conducted by the institution or requested by Local Government Units (LGUs), following the identification of the community's specific needs (Swatek, 2015). These programs aim to improve the general conditions and well-being of the people in the community by addressing fundamental needs, such as health, education, and economic development (Corpuz, Time, & Afalla, 2022). On the other hand, accreditation-driven extension programs are implemented to meet the requirements set by accrediting bodies to enhance the quality and standards of education provided by the institution (Quezada, 2014). Although distinct in nature, both demand-driven and accreditation-driven programs supplement the university's curricular offerings and aim to improve the living standards of target communities (Herrera, 2010). These programs provide various opportunities and services to the community, including poverty alleviation efforts, illiteracy reduction, health and nutrition programs,

governance improvements, environmental protection, and sustainable human development initiatives (Narine, 2021).

Through these initiatives, SUCs empower marginalized communities by enhancing their capacities in terms of mental, physical, and financial resources. Effective governance, which includes the increased participation of community members, helps ensure that their needs and aspirations are addressed, enabling them to engage more fully in decision-making, institution-building, and social life (Ahari, 2012). Beyond being a mechanism for transferring technology and innovation to the community, extension services are one of the three core functions of higher education institutions, along with instruction and research, as mandated by the government (Walker, Bezyak, Gilbert, & April, 2021). This aligns with the broader educational mandate to serve the public and contribute to national development Saint Joseph's College of Baggao, Inc., a higher education institution, embraces a mission to provide advanced, technological, and professional education to the people of the Philippines (Garcia, 2017). This mission is reflected in its extension programs, which aim to enhance students' educational experiences while addressing the needs of the community. Located in a farming village, Saint Joseph's College of Baggao, established in 1950, is the sole Catholic private institution in the area. Founded by the late Monsignor Felix Domingo, the college initially offered secondary education and gradually expanded to include primary and college-level courses by the late 20th century. Early community engagement efforts included gift-giving caravans, road cleaning, and tree planting activities, but these lacked formal strategic planning (Borbon, 2019). In the academic year 2020-2021, the college established the SJCB Community Engagement Center, which initiated a series of activities aimed at raising educational standards and working towards accreditation (Salazar, 2020). This study was conducted to assess the community needs of the barangays under the jurisdiction of the Saint Joseph the Worker Parish of Baggao. The findings from this assessment form the foundation for Saint Joseph's College of Baggao's Comprehensive Community Development Plan, which seeks to improve the quality of life in the community by addressing its most pressing needs, issues, and available resources (Nimer, 2020).

Statement of the Problem
This study aimed to assess the needs of the community for a community extension program and to develop a comprehensive community development plan for Saint Joseph's College of Baggao Inc., for the Academic Year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of participants in terms of:
   a. age,
   b. gender
   c. highest educational attainment,
   d. monthly income
   e. occupation
   f. number of children
   g. ethnicity
   h. toilet availability and
   i. type of house structure

2. What is the level of urgency of the following community needs relative to:
   a. Economic Needs
   b. Health Needs
   c. Socio-Cultural Needs
   d. Environmental Needs
   e. Technological Needs
   f. Spiritual Needs
   g. Literacy Needs

3. What comprehensive community development plan maybe proposed to address the urgency of the community needs of the participants?

Scope and Delimitations of the Study

This study aimed to develop a Comprehensive Community Engagement Plan for Saint Joseph's College of Baggao, targeting the seven clustered barangays within the jurisdiction of the Saint Joseph Worker Parish and Shrine of San Jose, Baggao, Cagayan. A stratified sampling method was employed, with the sample size determined by selecting two percent (2%) of the population from each of the clustered barangays. Cluster 1 consists of the barangays of San Jose, Taytay, Nangalinan, and San Isidro. Cluster 2 includes the barangays of Mocag, Mabini, and Bitag Pequeño. Cluster 3 is composed of the barangays of Imurung, San Miguel, and San Francisco. Cluster 4 comprises the barangays of Hacienda-Intal and Santor. Cluster 5 includes the barangays of Awallan, Lasilat, and Annayatan. Cluster 6 is made up of the barangays of Tungel, Dabbac Grande, and Bitag Grande, while Cluster 7 consists of the barangays of Bacagan and Asinga Via. This structured approach ensures that the community engagement plan effectively addresses the diverse needs of each cluster and their respective populations.

2. Literature Review

Community needs assessments are critical in identifying and addressing the specific needs of local populations, particularly in rural areas. According to Ahari (2012), these assessments help community stakeholders and institutions develop targeted interventions that align with the priorities of the community. In many cases, community needs assessments focus on essential areas such as health, education, economic development, and environmental sustainability, aiming to improve the quality of life for residents. Similarly, Borbon's (2019) study on needs assessments in the Philippines highlighted the importance of such evaluations in creating sustainable development plans for rural areas. These assessments guide institutions, like Saint Joseph's College of Baggao, in aligning their extension programs with community needs to promote meaningful engagement and support long-term growth.

Higher education institutions play a significant role in community development through their extension programs, as mandated by laws like Republic Act 7722 in the Philippines (Commission on Higher Education [CHED], 1994). These programs are designed not only to provide academic enrichment but also to contribute to social transformation by addressing community needs. Narine (2021) explains that demand-driven community development programs, often initiated through needs assessments, allow institutions to tailor their services to the unique characteristics of the community. This alignment ensures that interventions are relevant, practical, and capable of fostering sustainable development, especially in marginalized and rural areas. Extension programs, when effectively informed by community needs, can improve various aspects of community life, such as economic conditions, health, and literacy.

Moreover, the use of stratified sampling and validated tools in community needs assessments ensures that the data collected is representative and reliable. As Polit and Beck (2006) suggest, rigorous validation processes, such as Aiken's V framework, help ensure that the assessment tools accurately measure the constructs they are intended to evaluate. This enhances the credibility of the results, which are critical in shaping development plans. In the case of Saint Joseph's College of Baggao, the stratified sampling method allows for a more nuanced understanding of the needs across different barangays, ensuring that the comprehensive community development plan addresses the most urgent concerns effectively. By integrating these validated tools and methods, the institution is better positioned to create impactful programs that align with the community's priorities.

3. Methodology

This study utilized a quantitative research approach, specifically employing a descriptive correlational design. The descriptive correlational design is particularly useful for characterizing the relationship between variables without implying cause-and-effect linkages. As Quaranta (2017) explains, the aim of descriptive correlational research is to describe the nature of relationships between variables, rather than to establish direct causality. This design is especially applicable in situations where the researcher has no control over the independent variables, which are presumed to influence the dependent or outcome variable. By using this approach, the study sought to explore the

relationships between different community needs across the seven clustered barangays without attempting to manipulate or control any variables, thus providing an accurate depiction of the community's current circumstances and needs.

Respondents of the Study

Table 1 shows the distribution of participants of the study.

Barangay Cluster	Population (N)	Sample (n)
Cluster 1	8,580	172
Cluster 2	6,119	122
Cluster 3	7,773	155
Cluster 4	6,942	139
Cluster 5	4,930	100
Cluster 6	5,397	108
Cluster 7	3,955	79
Total	43,696	875

 Sample size is derived from the two percent (2%) of the population of each clustered barangays.

As indicated in Table 1, the respondents for this study were selected from the 20 barangays that comprise the St. Joseph the Worker Parish and Shrine in Baggao, Philippines. A stratified sampling method was employed, with the sample size determined by selecting two percent (2%) of the population from each clustered barangay. Participation was limited to individuals who willingly provided their consent to be part of the study. To ensure confidentiality and anonymity, all participants were assigned unique codes, such as C1B001 for community participants.

Data Gathering Tool
The information for this study was collected using a structured questionnaire. Section 1 of the questionnaire focused on the demographic profile of respondents, while Section 2 presented indicators assessing the level of urgency for various community needs. These needs were categorized into economic, health, socio-cultural, environmental, literacy, technological, and spiritual needs. The questionnaire used to measure the level of community needs was adapted from the study conducted by Noelah Mae D. Borbon (2019), titled *Needs Assessment of One Municipality in the Philippines: Basis for a Sustainable Community Extension Tourism Program*. However, the tool was validated to align with the specific objectives of this study and ensure content validity, ensuring that the statements and constructs matched the study's requirements.

Prior to administering the questionnaire, the instrument was subjected to content validation by a panel of six experts. The validation followed the content validity index analysis using Aiken's V framework, interpreted according to the guidelines provided by Polit and Beck (2006) and Polit et al. (2007). The six validators assessed the relevance of each statement within the constructs. The content validity indices derived from this process indicated that the tool had acceptable validity for measuring the seven areas of community needs. Following expert validation, reliability testing was performed using a sample of 20 community residents from Barangay San Jose, Baggao, Cagayan. The Cronbach's Alpha reliability test yielded results indicating good reliability for the seven areas of community needs. To ensure participants fully understood the questions and provided accurate data, the questionnaire was translated into Ilocano, the local dialect.

Data Gathering Procedures
To collect data for this study, a systematic approach was followed. After presenting the research proposal to a panel and receiving approval from the Institutional Review Board (IRB), which conducted an ethical review, the researcher sought permission from the Barangay Community Leader to conduct the study in their barangay. Upon approval, the researcher, with the assistance of locally-based research assistants, distributed questionnaires to the

target participants. Prior to the distribution, participants were provided with informed consent forms, where the nature, purpose, and confidentiality of the study were explained, ensuring their voluntary participation. Ethical principles such as autonomy (informed consent) and non-maleficence (ensuring no harm to participants) were strictly adhered to throughout the data collection process. Privacy and confidentiality were maintained by coding personal information and anonymizing responses. All data were securely stored, with access limited to the researcher and participants. Upon consolidating the data, the findings were utilized to develop a comprehensive community development plan.

Statistical Tools

The following statistical tools were utilized to conduct a comprehensive analysis of the tabulated data collected by the researchers. Percentage and frequency counts were employed to analyze the demographic profile of the participants. Descriptive statistics, such as the weighted mean, were used to assess the level of urgency of the community needs as perceived by the participants. This assessment was based on a 4-point Likert scale, as outlined below.

Table 2. Qualitative Descriptions

Scale	Qualitative Description
4	Very Urgent
3	Moderately Urgent
2	Slightly Urgent
1	Not Urgent

As shown in Table 2, a 4-point Likert scale was utilized in this study as it is considered clearer and less confusing for participants. With fewer response options, participants are more likely to select a response that accurately reflects their viewpoint or attitude. The absence of a neutral option (e.g., "neither agree nor disagree") reduces the likelihood of participants choosing a middle-ground response when they are unsure or indifferent, thereby encouraging more decisive and meaningful answers. The data were analyzed using frequency counts and weighted mean to determine the level of urgency for the various community needs.

4. Results And Discussion

Table 3. Demographic Profile of Participants

Demographic Factors	Distribution
a. Age	The majority (18.97%) fall in the 41-45 years age bracket.
b. Gender	56.57% are females, and 43.43% are males.
c. Highest Educational Attainment	20.46% are high school graduates; 19.77% attended high school.
d. Monthly Income	67.31% earn below PHP 5,000 per month.
e. Occupation	40.34% are engaged in farming, followed by 13.03% who are vendors.
f. Number of Children	43.77% have 1-2 children; 41.26% have 3-4 children.
g. Ethnicity	96.57% are Ilocano; other ethnicities are minimal.
h. Toilet Availability	95.43% of participants have toilets available.
i. Type of House Structure	52.8% of houses are semi-concrete, while 2.51% are made of bamboo.

The demographic profile of the participants in Table 3 reveals a community primarily composed of individuals aged 41-45, making up 18.97% of the population, suggesting a mature, working-age group with potentially stable family structures. Women represent a slight majority at 56.57%, which may indicate a higher level of female participation in community activities or decision-making processes. In terms of education, a significant portion (20.46%) are high school graduates, and a further 19.77% have attended high school, highlighting moderate educational attainment levels that could influence employment opportunities and economic mobility. Economically, the majority of participants (67.31%) earn less than PHP 5,000 per month, signaling widespread poverty, which aligns with the fact that 40.34% of the community is engaged in farming, a sector often associated with low-income levels. Additionally, 43.77% of participants have 1-2 children, suggesting manageable family sizes for the majority, though

a notable portion (41.26%) has 3-4 children, which may present economic challenges. The community is predominantly Ilocano (96.57%), reflecting a homogenous cultural background that could impact social cohesion and community-driven initiatives. Toilet availability is high, with 95.43% of participants having access, indicating a relatively good level of basic sanitation infrastructure, which is critical for public health. These demographic factors suggest a community with moderate educational levels, significant economic challenges, and a strong reliance on traditional agricultural livelihoods, which may shape the types of interventions and support required for development.

Table 4. Level of Urgency of Community Needs

Community Needs	Composite Mean	Descriptive Interpretation
a. Economic Needs	3.69	Moderately Urgent
b. Health Needs	3.82	Moderately Urgent
c. Socio-Cultural Needs	3.77	Moderately Urgent
d. Environmental Needs	3.77	Moderately Urgent
e. Technological Needs	3.73	Moderately Urgent
f. Spiritual Needs	3.66	Moderately Urgent
g. Literacy Needs	3.63	Moderately Urgent

The results from Table 4 provide a comprehensive view of the community's needs, with all categories rated as "moderately urgent." This indicates that while no single issue is at a critical or emergency level, each area requires attention to improve overall community well-being. Economic needs, with a composite mean of 3.69, suggest that while the community is not facing a severe economic crisis, there are important areas where support is needed. Residents may require assistance in starting small businesses, creating cooperatives, or gaining access to financial capital for livelihood projects. The moderately urgent rating reflects a clear interest in income generation and improving economic conditions, though it may also indicate that some coping mechanisms are already in place. This suggests that with adequate support, such as business training or financial aid, the community could make strides toward self-sufficiency and economic growth.

Health needs, receiving the highest urgency rating with a composite mean of 3.82, point to a strong demand for improved health services and programs. While the community might already have some access to healthcare, the relatively high rating signals that there are unmet health needs, possibly in areas such as nutrition, first aid training, family planning, or access to medical care. Health issues are central to the community's well-being, and addressing these needs could have a profound impact on reducing illness, improving quality of life, and preventing health-related emergencies. Socio-cultural needs, with a mean of 3.77, show that the community values cultural enrichment and social cohesion. This moderately urgent rating suggests that while cultural programs and social support systems exist, they may need strengthening. Initiatives that promote community beautification, human rights education, leadership training for youth, and cultural preservation are likely areas of focus. Addressing these socio-cultural needs could help build a stronger sense of community, improve social structures, and ensure that traditions and cultural identities are preserved.

Environmental needs also received a moderately urgent rating, with a mean of 3.77. This indicates a clear concern for environmental protection, waste management, and pollution control within the community. The moderately high rating reflects an awareness of environmental challenges, such as the need for clean-up programs, tree planting, and education on the hazards of pollution. Addressing these needs would not only enhance the local environment but also contribute to public health and sustainable development. Technological needs, with a composite mean of 3.73, reflect the community's growing recognition of the importance of technology. There is a moderately urgent need for programs that improve information literacy, basic computer skills, and understanding of technology laws. This rating suggests that while technology may be present, access to training and education is limited. Enhancing technological capabilities could empower residents to better navigate digital platforms, participate in online economies, and improve overall productivity.

Spiritual needs, with a mean of 3.66, indicate a moderately urgent desire for religious and spiritual support. This could involve programs related to religious ceremonies, spiritual counseling, or community worship. Although these needs are not as urgent as health or economic concerns, they remain significant, especially in communities where faith and spirituality play an integral role in daily life. Strengthening spiritual programs could contribute to community cohesion and individual well-being. Finally, literacy needs received the lowest composite mean of 3.63, though still categorized as moderately urgent. This indicates that while literacy is important, other needs such as health and economic issues may take precedence. However, improving literacy—particularly in reading, writing, and communication—remains essential for long-term educational and economic development. Addressing these literacy needs would help equip residents with the skills necessary for better employment opportunities and personal growth. Overall, these results highlight a balanced distribution of moderately urgent needs across various sectors. While no single area stands out as critically urgent, each represents a crucial aspect of community well-being that, if addressed, could significantly improve quality of life.

Table 5. Proposed Comprehensive Community Development Plan

Proposed Comprehensive Community Development Plan (2024-2027)	
Rationale	Saint Joseph College, as a Catholic institution, is committed to the holistic development of individuals based on Catholic values. It aims to foster academic excellence, moral and values education, physical fitness, social awareness, and responsibility. The plan seeks to uplift deprived, marginalized, and underserved communities through various initiatives such as values formation, skills training, literacy programs, health education, Basic Ecclesial Formation, livelihood projects, and community beautification.
Goal	The plan has a twofold objective, targeting both Josephian students and the adopted communities.
For Josephian Students	**For Adopted Barangays**
- Raise social awareness about community conditions.	- Equip community leaders with values and skills for managing their own development.
- Encourage involvement in the development of adopted and own barangays.	- Support community leaders in achieving goals by providing managerial skills.
- Promote values of service, cooperation, and concern for the less fortunate.	- Provide livelihood and income-generating projects to enhance family income and economic status.
- Foster unity and cooperation for total community development.	- Build self-reliant, self-sustaining Christian communities.

Table 5 is the proposed Comprehensive Community Development Plan (2024-2027) for Saint Joseph College reflects the institution's commitment to holistic development grounded in Catholic values. The plan is designed to uplift marginalized and underserved communities through initiatives such as values formation, skills training, literacy programs, health education, Basic Ecclesial Formation, livelihood projects, and community beautification. The plan has two key objectives: fostering social awareness and responsibility among Josephian students and supporting the development of adopted barangays. For students, the focus is on raising awareness of community conditions, promoting involvement in community development, instilling values of service and cooperation, and encouraging unity in achieving total community progress. For the barangays, the plan aims to equip community leaders with necessary values and managerial skills, provide livelihood projects to improve economic conditions, and foster the development of self-reliant, sustainable Christian communities.

Table 6. Key Result Areas

Key Result Area	Specific Objectives	Program/Project/ Activities	Person Responsible	Budgetary Requirements	Time Table	Performance Indicators
Health Needs	To increase understanding of health care, enhance knowledge of the community on basic first aid, and to develop Nutrition program	Health Care Awareness Seminar Training on Basic First Aid Nutrition and or feeding Program	Health department office/Red Cross students Association College of Criminal Justice Education (CCJE) BSSW students, faculty, Staff and students	15,000	Year 1 2024-2025 to be continued for the next 2 years	Increased awareness and knowledge on Health care, basic first aid, and nutrition
Socio-Cultural Needs	To help the out of school youth of the identified barangays. To increase awareness, understanding and appreciation of different cultures of the community.	Youth empowerment Leadership seminars and training Youth encounter activity Holding cultural festivals and events Cultural Workshops and classes Establishment of teen center	College of Business and Management Office of the Catholic Identity and mission Culture and the Arts office Faculty and students and in partnership with the Local Tourism Office	20,000	Year 1 2024-2025 to be continued for the next 2 years	Empowered youth leaders Increased awareness and understanding on the different cultures of the community
Environmental Needs	To increase and promote environmental awareness and protection	Environmental Protection Awareness Seminar Fruit bearing Tree planting Clean Up Drive activity Waste Management Workshop/training Organization of group and	BS Tourism Management Senior High School Department BSED Science Faculty and students and in partnership with the MENRO and DENR	10,000	Year 1 2024-2025 to be continued for the next 2 years	Increased awareness and participation on how to protect the environment

		program for environmental protection				
Technological Needs	To increase awareness and the knowledge of the community on the use and proper usage of technology to benefit them.	Seminar and workshops on information and media literacy Training on basic computing and printing skills. Digital Literacy Workshops	College of Information and Computing Sciences (CICS) Faculty and students	5,000	Year 1 2024-2025 to be contin ued for the next 2 years	Increased awareness and improved the knowledge of the community residence on the proper usage of technology
Economic Needs	To create a livelihood program that will improve the quality of life of the community residents	Sustainable Livelihood Candle Making Longganisa Making Banana Chips Making Beads Making Vegetable Gardening Training on Carpentry and Tile Setting Food Processing activity Training and workshops on Entrepreneurship and Cooperative	College of Business and Management Bachelor of Arts in Economics Technology Livelihood Education and Industrial Arts Students in partnership with the Local Government Unit of Baggao	30,000	Year 1 2024-2025 to be contin ued for the next 2 years	Established or created livelihood that improved residents quality of life
Spiritual Needs	To enhance the spiritual involvemen t and and participatio n of the community residents. To instill in them good values that increases faith, love and respect to their fellowmen.	Catechetical program and activities both for children and adult Forming Basic Ecclesial Communities Religious and Spiritual counselling	Catholic and Identity and Mission Office in partnership with the Parish College of Arts ,Sciences and Teacher Education Faculty and Students	5,000	Year 1 2024-2025 to be contin ued for the next 2 years	Increased participation and involvement of the community residents on the different spiritual needs and activities Improved community values and deepened their faith
Literacy	Improve	Literacy programs	College of Arts	10,000	Year 1	Improved

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Needs	the reading, writing, and comprehension skills of the community residents.	and activities for both out of School youth and adult. Community reading programs Literacy tutoring and mentoring Establishing adult education center.	,Sciences and Teacher Education Faculty and students		2024-2025 to be continued for the next 2 years	reading, writing and comprehension skills of the community residents. Established adult education center
Evaluation	To conduct an Evaluation of the Comprehensive Community Development Plan	Conduct an Evaluation of the Comprehensive Community Development Plan like Monitoring and Evaluation of the Plan	Proponent/Researcher	1,000	2025-2026	Conducted the implementation of the comprehensive community development plan

As shown in Table 6, the Comprehensive Community Development Plan (2024-2027) for Saint Joseph College of Baggao targets key areas of health, socio-cultural development, environmental protection, technology, economic growth, spiritual well-being, and literacy improvement in the community. Through a range of activities such as health seminars, leadership training, environmental initiatives, digital literacy workshops, livelihood projects, spiritual programs, and literacy education, the plan aims to uplift the quality of life for marginalized residents. Each area is assigned specific programs, responsible parties, budgets, and performance indicators, ensuring a structured approach to community development. The plan will be implemented over three years, with an evaluation phase in 2025-2026 to assess its impact and ensure sustainability.

5. Conclusion and Recommendations
The community needs assessment conducted in the seven clustered barangays of Baggao revealed that community health emerged as the most pressing concern, followed by socio-cultural, environmental, technological, economic, and spiritual needs, with literacy being identified as the least urgent need. The high rating for community health indicates a strong desire to improve health services and overall well-being within the community, which may involve enhanced access to healthcare, preventive measures, and addressing specific health concerns. Although literacy needs were considered "moderately urgent," the findings still emphasize the importance of improving literacy skills across all age groups, highlighting the need for ongoing educational support.

Based on these findings, it is recommended that Saint Joseph's College of Baggao collaborates closely with the Local Government Units (LGUs) of the respective barangays to develop programs that address the identified needs, particularly those deemed highly urgent. The different colleges within Saint Joseph's College can design and implement community extension activities aligned with these needs. Additionally, the college should establish strong linkages with relevant agencies to ensure the success of these initiatives. The LGUs could also consider providing scholarship grants to parents wishing to pursue higher education. Furthermore, the college should implement the proposed comprehensive plan to address the barangay needs identified in this study, and the results of the study should be disseminated to the participants. Lastly, conducting parallel studies to evaluate the impact of these extension programs would provide valuable insights for future initiatives.

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