

# Community Extension Practices of Sulu State University: An Assessment

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**ABSTRACT.** This study examined the community extension practices of Sulu State University using a descriptive correlational research design involving 100 faculty members selected purposively based on their participation in extension programs. It assessed the extent of implementation in terms of relevance to community needs, sustainability, stakeholder participation, and alignment with the Sustainable Development Goals (SDGs). It also determined differences in responses when grouped according to selected demographic variables and analyzed relationships among the identified dimensions. Results showed that most respondents were 29 years old and below, predominantly female, married, and held master's degrees, with 1–3 years of extension experience. Findings revealed that community extension practices were highly evident across all indicators, indicating that the university's programs are responsive, participatory, sustainable, and aligned with global development priorities. Statistical analysis further indicated no significant differences in responses across demographic profiles. However, correlation results revealed significant high to very high positive relationships among all dimensions, suggesting strong interconnection among relevance, sustainability, stakeholder participation, and SDG alignment. The study recommends strengthening institutional support, enhancing stakeholder collaboration, sustaining faculty engagement, and deepening partnerships with external agencies to further improve community extension effectiveness.

**Keywords:** *Community, Extension, Practices, University, Assessment*

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## 1. INTRODUCTION

Community extension programs have become an essential function of higher education institutions across the world because they help connect academic knowledge with the actual needs of communities. Through these programs, universities and colleges share knowledge, skills, and resources that support livelihood development, health awareness, environmental protection, literacy, and social empowerment. Beyond providing services, extension initiatives encourage community participation and promote self-reliance among individuals and groups. Globally, organizations such as the United Nations Educational, Scientific and Cultural Organization emphasize that extension and community engagement contribute significantly to the achievement of the Sustainable Development Goals (SDGs), particularly quality education, poverty reduction,

decent work, and sustainable communities. Studies also support this view, highlighting that extension programs strengthen both community outcomes and learner development when grounded in real-life contexts and participatory approaches (Barrientos, 2025; Baring, 2025; Espartero et al., 2024; Gregorio & Chavez, 2025).

In the Philippine context, community extension is not only a social responsibility but also a mandated function of higher education institutions. Republic Act No. 7722, also known as the Higher Education Act of 1994, identifies extension and public service as major responsibilities of colleges and universities. In support of this mandate, the Commission on Higher Education requires institutions to implement extension programs that respond to community needs and contribute to national development. CHED Memorandum Order No. 52, series of 2016, further highlights that extension initiatives should promote social transformation, environmental awareness, cultural preservation, and sustainable development. Research also emphasizes that institutional support, policy awareness, and stakeholder confidence are key factors in enhancing the quality and effectiveness of extension programs (Montero, 2025; Chavez, 2023; Salazar & Cruz, 2021; Chavez et al., 2024).

Several studies have shown the positive impact of extension programs in different parts of the Philippines. Universities such as Laguna State Polytechnic University and Lyceum of the Philippines University Batangas have implemented extension initiatives focused on literacy, health education, livelihood training, and community development. Findings from previous studies revealed that these programs improve participants' knowledge, skills, and economic opportunities. Likewise, stakeholder participation, parental involvement, and institutional collaboration have been found to strengthen program sustainability and effectiveness (Santos, Villanueva, & Reyes, 2019; Ticao, 2026; Amja, 2026; Murro et al., 2023; Chavez et al., 2023).

Despite the growing recognition of community extension programs, several challenges continue to affect their effectiveness and sustainability. Some programs fail to create lasting impact because of weak coordination, insufficient stakeholder participation, limited institutional support, and poor alignment with community needs. In some cases, extension initiatives are implemented mainly for compliance rather than long-term development. Existing literature also suggests that while many studies focus on outcomes, fewer examine implementation processes such as relevance, sustainability, participation, and alignment with the SDGs, especially in geographically isolated and culturally diverse areas. This gap is further supported by findings that highlight the importance of institutional structures, inclusive practices, and collaborative systems over individual factors in ensuring program effectiveness (Cutillas, 2025; De Guzman, 2020; Montero, 2025; Leon et al., 2024; Magno et al., 2024).

In the province of Sulu, community extension programs play a significant role because many communities continue to experience poverty, limited access to education, and social inequality. Extension activities in the province often focus on livelihood training, cultural preservation, literacy, youth development, and community awareness. As one of the leading higher education institutions in the province, Sulu State University recognizes community extension as one of its core functions alongside instruction and research. However, despite ongoing efforts, there is still limited empirical evidence assessing how these programs are implemented and how they are perceived in terms of relevance, participation, sustainability, and SDG alignment.

Anchored on this gap, the present study aimed to examine the community extension practices of Sulu State University. Specifically, it focused on four major dimensions: relevance to community needs, sustainability of programs, stakeholder participation, and alignment with the Sustainable Development Goals. The study also explored whether differences existed in

perceptions when respondents were grouped according to demographic characteristics such as age, gender, civil status, educational attainment, and years of engagement in extension activities. In addition, it investigated the relationships among the identified dimensions of community extension practices.

Through this investigation, the study intended to provide a clearer understanding of the strengths and areas for improvement in the university's extension initiatives. The findings are expected to help administrators, extension coordinators, faculty members, and partner communities develop more responsive, inclusive, and sustainable programs. Furthermore, the study contributes to the growing body of literature on community extension by offering evidence-based insights that may guide policy formulation, strategic planning, and future research in higher education extension services. Ultimately, it aims to support the continued improvement of community engagement efforts that contribute not only to local development in Sulu but also to broader national and global goals for social transformation and sustainable development.

## **2. METHODS**

### **2.1 Research Design**

This study utilized a descriptive–correlational research design based on the framework presented by Melchor A. Calmorin (1995). The descriptive aspect of the study was used to present and analyze the demographic characteristics of the respondents, including their age, gender, civil status, highest educational attainment, and years of involvement in extension activities. This approach helped provide a clear picture of the participants involved in the study. On the other hand, the correlational aspect was employed to examine the relationship between the respondents' demographic characteristics and their assessment of the community extension practices of Sulu State University. Specifically, the study explored whether demographic factors influenced how respondents perceived the relevance, sustainability, stakeholder participation, and overall implementation of the university's extension programs. The use of this research design was considered appropriate because it enabled the researcher not only to describe the existing conditions of the study but also to determine whether significant relationships or differences existed among the identified variables. Through this approach, the study provided a deeper understanding of how personal and professional backgrounds may influence faculty members' engagement in and evaluation of community extension initiatives.

### **2.2 Participants of the Study**

The study was conducted at Sulu State University in Sulu, where various community extension programs are actively implemented. The university was selected as the research setting because its extension initiatives provide an appropriate environment for assessing program relevance, sustainability, stakeholder participation, and alignment with the Sustainable Development Goals (SDGs). The respondents of the study were 100 faculty members from different colleges of the university who had participated in community extension activities. Using purposive sampling, only individuals with direct involvement in extension programs were selected to ensure that the data gathered were relevant and reliable. Their experiences and perspectives were considered valuable in evaluating the effectiveness of the university's extension initiatives and in understanding how demographic factors such as age, gender, civil status, educational attainment, and years of engagement may influence their participation and assessment of the programs.

### Respondents of the Study

College Units in Sulu State University	Number
1) School of Agriculture	20
2) College of Business Administration and Management	10
3) College of Teacher Education	20
4) College of Arts and Sciences	25
5) College of Computing Studies	10
6) School of Nursing	10
7) College of Criminal Justice Education	5
<b>TOTAL:</b>	<b>100</b>

### 2.3 Sampling Procedure

The study utilized purposive sampling to select faculty members of Sulu State University who had direct involvement in community extension programs. Respondents were chosen based on their participation, availability, and willingness to provide relevant information. This method was considered practical and appropriate for gathering meaningful data on the effectiveness of extension practices and the influence of demographic factors despite possible sampling limitations.

### 2.4 Research Instrument

The study utilized a modified standardized questionnaire adapted from the CHED Quality Assurance Extension Framework, AACCUP Extension Survey Tools, and extension evaluation instruments from Sultan Kudarat State University and University of the Philippines Los Baños. The questionnaire consisted of two parts: the first gathered respondents' demographic information, while the second assessed community extension practices in terms of relevance, sustainability, stakeholder participation, and alignment with the Sustainable Development Goals (SDGs) using a five-point Likert scale. The instrument was modified to fit the context and extension programs of Sulu State University while maintaining alignment with recognized standards and global development goals.

### 2.5 Data Gathering Procedure

The following procedures were followed during the data-gathering process. First, the researcher secured a formal letter requesting permission to conduct the study and administer the survey questionnaire. The request was approved by the Dean of the Graduate Studies and endorsed to the University President, as well as to the deans of the different colleges and schools of Sulu State University. After obtaining the necessary approvals, the researcher personally distributed and administered the questionnaires to the selected respondents from various academic units and offices. Participants were given enough time to answer the instrument carefully to ensure accurate and reliable responses. Once completed, the questionnaires were personally collected by the researcher for data encoding, analysis, and interpretation.

### 2.6 Ethical Considerations

The study observed strict ethical standards to ensure the integrity and credibility of the research process. Participants were fully informed about the study and gave their voluntary consent, with the freedom to withdraw at any time without penalty. Confidentiality and anonymity were maintained by ensuring that no identifying information was disclosed. Data were collected, recorded, and analyzed honestly, without fabrication or misrepresentation. The researcher also

ensured respect for participants’ rights and dignity, avoided any form of harm, and followed institutional ethical guidelines set by Sulu State University and relevant research standards.

### 3. RESULTS

**Question 2.** What is the extent of community extension practices of Sulu State University in the context of: 2.1. Relevance to community needs, 2.2 Sustainability of programs, 2.3 Stakeholder participation, and 2.4 Alignment with the Sustainable Development Goals (SDGs)?

**Table 2.1 Extent of Community Extension Practices of Sulu State University in the Context of Relevance to Community Needs**

	Statements	Mean	S.D	Rating
1	The extension programs of SSU are based on actual needs identified through community consultations.	4.74	.441	Strongly Agree
2	The activities address priority concerns of local communities in Sulu.	4.66	.476	Strongly Agree
3	Extension projects are aligned with the socio-economic and cultural realities of the beneficiaries.	4.58	.496	Strongly Agree
4	The program objectives are clear and relevant to community development goals.	4.61	.490	Strongly Agree
5	SSU considers the voice of the community in planning extension projects.	4.71	.478	Strongly Agree
6	The services provided respond to pressing problems faced by the beneficiaries.	4.53	.521	Strongly Agree
7	Extension programs are inclusive, ensuring that marginalized groups also benefit.	4.60	.492	Strongly Agree
8	Beneficiaries perceive SSU extension programs as relevant to their daily lives.	4.70	.461	Strongly Agree
9	There is a regular needs assessment prior to the implementation of extension activities.	4.61	.530	Strongly Agree
10	The extension activities contribute to addressing local development gaps (e.g., education, livelihood, health).	4.68	.469	Strongly Agree
<b>Total Weighted Mean</b>		<b>4.6420</b>	<b>.27604</b>	<b>Strongly Agree</b>

*Legend:* (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00-1.49=Strongly Disagree

Table 2.1 The results show that the community extension programs of Sulu State University are highly relevant to the needs of partner communities, with an overall weighted mean of 4.64, interpreted as “Strongly Agree.” This suggests that respondents generally see the university’s extension initiatives as closely aligned with real community needs and priorities.

The highest ratings were given to items indicating that programs are based on actual needs identified through community consultations and that community voices are considered in planning. Respondents also strongly agreed that beneficiaries perceive the programs as relevant to their daily lives. Other findings show that the extension activities help address local development gaps and respond to key community concerns in Sulu.

Although slightly lower, all remaining indicators still received strong agreement, particularly those related to addressing immediate problems and aligning programs with the socio-economic and cultural context of beneficiaries. Overall, the results suggest that SSU's extension efforts are not only responsive but also grounded in the lived realities of the communities they serve.

Related studies support these findings, emphasizing that extension programs become more effective and sustainable when they are designed with active community participation and aligned with local conditions and needs.

**Table 2.2 Extent of Community Extension Practices of Sulu State University in the Context of Sustainability of Programs**

	Statements	Mean	S.D	Rating
1	Extension projects of SSU are designed with long-term goals, not just short-term impact.	4.67	.493	Strongly Agree
2	Resources for extension programs (budget, manpower, logistics) are adequate for continuity.	4.63	.544	Strongly Agree
3	Extension programs build the capacity of communities for self-reliance.	4.63	.485	Strongly Agree
4	SSU ensures follow-up activities after initial project implementation.	4.66	.497	Strongly Agree
5	Sustainability is considered in the design of extension activities.	4.72	.473	Strongly Agree
6	Extension projects promote skills that communities can sustain independently.	4.61	.490	Strongly Agree
7	Partnerships with local government and NGOs strengthen program continuity.	4.61	.510	Strongly Agree
8	The University allocates recurring funds to sustain extension programs.	4.62	.528	Strongly Agree
9	Sustainability mechanisms (e.g., monitoring, evaluation) are in place.	4.57	.517	Strongly Agree
10	Extension projects leave lasting benefits beyond the duration of implementation.	4.56	.538	Strongly Agree
<b>Total Weighted Mean</b>		<b>4.6280</b>	<b>.29373</b>	<b>Strongly Agree</b>

*Legend:* (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50-2.49=Disagree; (1) 1.00-1.49=Strongly Disagree

Table 2.2 The findings indicate that the community extension programs of Sulu State University are perceived to be highly sustainable, with an overall weighted mean of 4.63, interpreted as “Strongly Agree.” This suggests that respondents view the university’s extension initiatives as being designed not only for immediate impact but also for long-term continuity and effectiveness.

The highest ratings were given to indicators showing that sustainability is considered during the planning of extension activities, that programs are designed with long-term goals, and that follow-up activities are conducted after implementation. Respondents also strongly agreed that resources are generally sufficient to support continuity and that the programs help build community capacity for self-reliance.

Other indicators, while slightly lower, still received strong agreement, particularly those related to monitoring and evaluation systems and the lasting benefits of extension projects beyond their implementation period. Overall, the results suggest that SSU’s extension programs are structured to ensure continuity, strengthen community capacity, and create long-term positive outcomes.

Related literature supports these findings, emphasizing that sustainable extension programs require long-term planning, adequate resources, and strong partnerships to ensure that community development efforts remain effective over time.

**Table 2.3 Extent of Community Extension Practices of Sulu State University in the Context of Stakeholder Participation**

	Statements	Mean	S.D	Rating
1	Community members are actively involved in identifying extension needs.	4.83	.378	Strongly Agree
2	Local leaders participate in the planning of extension programs.	4.72	.473	Strongly Agree
3	Beneficiaries are engaged during the implementation of extension projects.	4.71	.456	Strongly Agree
4	SSU faculty members are actively participating in extension programs.	4.66	.476	Strongly Agree
5	Students are given opportunities to participate in extension activities.	4.65	.500	Strongly Agree
6	Extension activities foster collaboration among community stakeholders.	4.68	.469	Strongly Agree
7	Local organizations are represented in SSU extension projects.	4.64	.482	Strongly Agree
8	Feedback from beneficiaries is considered in improving extension practices.	4.63	.506	Strongly Agree

9	Partnerships with stakeholders are institutionalized (e.g., MOAs).	4.74	.441	Strongly Agree
10	Stakeholder participation enhances the impact of extension activities.	4.74	.441	Strongly Agree
<b>Total Weighted Mean</b>		<b>4.7000</b>	<b>.29025</b>	<b>Strongly Agree</b>

*Legend:* (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00-1.49=Strongly Disagree

Table 2.3 The results show that the community extension programs of Sulu State University are characterized by a very high level of stakeholder participation, with an overall weighted mean of 4.70, interpreted as “Strongly Agree.” This indicates that respondents generally perceive strong involvement of community members and partner institutions in the university’s extension activities.

The highest rating was given to the involvement of community members in identifying extension needs, showing that local voices play a key role in shaping program priorities. Respondents also strongly agreed that partnerships with stakeholders are well-established and that such participation improves the overall impact of extension programs. Local leaders are also actively engaged in planning, while beneficiaries take part during implementation, reflecting participation across different stages of the process.

In addition, feedback from beneficiaries is considered in improving programs, and local organizations are represented in extension activities, further showing that collaboration is consistently practiced. Overall, the findings suggest that SSU’s extension efforts are highly participatory and built on shared responsibility between the university and the community.

Related literature supports this result, highlighting that inclusive participation and strong collaboration with stakeholders contribute to more effective, responsive, and sustainable community extension programs.

**Table 2.4 Extent of Community Extension Practices of Sulu State University in the Context of Alignment with the Sustainable Development Goals (SDGs)**

	Statements	Mean	S.D	Rating
1	SSU extension projects are aligned with at least one UN Sustainable Development Goal.	4.65	.479	Strongly Agree
2	The programs contribute to SDG 4 – Quality Education (e.g., literacy programs, teacher training).	4.63	.485	Strongly Agree
3	Extension activities support SDG 3 – Good Health and Well-being (e.g., medical missions, health awareness).	4.67	.473	Strongly Agree
4	Projects address SDG 11 – Sustainable Cities and Communities through community development.	4.64	.482	Strongly Agree
5	Extension initiatives integrate environmental sustainability consistent with SDG 13 – Climate Action.	4.73	.446	Strongly Agree

6	Extension projects are designed with clear indicators linked to global goals.	4.71	.456	Strongly Agree
7	SSU evaluates extension activities in terms of their contribution to the SDGs.	4.71	.456	Strongly Agree
8	Faculty and students are oriented about SDGs in relation to extension work.	4.75	.435	Strongly Agree
9	Partnerships with agencies are sought to align SSU projects with SDG targets.	4.73	.446	Strongly Agree
10	The University promotes SDG awareness through its extension programs.	4.71	.456	Strongly Agree
<b>Total Weighted Mean</b>		<b>4.6930</b>	<b>.27898</b>	<b>Strongly Agree</b>

*Legend:* (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00-1.49=Strongly Disagree

Table 2.4 The findings show that the community extension programs of Sulu State University are strongly aligned with the Sustainable Development Goals (SDGs), with an overall weighted mean of 4.69, interpreted as “Strongly Agree.” This suggests that respondents view the university’s extension efforts as not only locally relevant but also connected to global development priorities.

The highest rating was given to the orientation of faculty and students on the SDGs in relation to extension work, indicating strong awareness of global sustainability goals within the university. Respondents also strongly agreed that environmental sustainability is integrated into programs, particularly in support of climate action, and that partnerships with external agencies help align projects with SDG targets.

Other indicators show that SDG principles are embedded in program planning, implementation, and evaluation, with consistent attention to how extension activities contribute to broader development goals. Respondents also agreed that the programs support quality education and the development of sustainable communities.

Overall, the results suggest that SSU’s extension initiatives are both community-focused and globally responsive. Related literature supports this, noting that higher education institutions play an important role in advancing sustainable development through community engagement, especially when SDG principles are integrated into program design and implementation.

**Question 3.** Is there a significant difference in the extent of community extension practices of Sulu State College when data are grouped according to the respondents’ demographic profile, in terms of: 3.1. Age, 3.2. Gender, 3.3. Civil Status, 3.4. Parents Educational Attainment, and, 3.5. Number of Years of Engagement in Extension?

**Table 3.1 Difference in the Extent of Community Extension Practices of Sulu State University When Data are Grouped According to Age**

Sources of Variation	Sum of squares	df	Mean Square	F	Sig.	Description
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<b>Relevance to community needs</b>	Between Groups	.042	2	.021	.271	.763	Not Significant
	Within Groups	7.502	97	.077			
	Total	7.544	99				
<b>Sustainability of programs</b>	Between Groups	.054	2	.027	.308	.736	Not Significant
	Within Groups	8.488	97	.088			
	Total	8.542	99				
<b>Stakeholder participation</b>	Between Groups	.029	2	.014	.166	.847	Not Significant
	Within Groups	8.311	97	.086			
	Total	8.340	99				
<b>Alignment with the (SDGs)</b>	Between Groups	.078	2	.039	.499	.609	Not Significant
	Within Groups	7.627	97	.079			
	Total	7.705	99				

Note. \* Significant at alpha 0.05

Table 3.1 The results show that when respondents are grouped according to age, there are no significant differences in how they perceive the community extension practices of Sulu State University. This finding applies across all four key areas of the study: relevance to community needs, sustainability of programs, stakeholder participation, and alignment with the Sustainable Development Goals (SDGs).

In all cases, the computed F-values were low and the significance values were higher than 0.05, indicating that age does not have a meaningful effect on respondents' evaluations. This means that younger and older faculty members share similar views regarding how the university designs, implements, and sustains its extension programs, as well as how these programs engage stakeholders and support development goals.

Overall, the findings suggest that perceptions of community extension practices are consistent across age groups. Based on these results, the study accepts the null hypothesis, which states that there is no significant difference in the extent of community extension practices when respondents are grouped according to age.

**Table 3.2 Difference in the Extent of Community Extension Practices of Sulu State University When Data are Grouped According to Gender**

Variables	Grouping	Mean	S.D	Mean Difference	T	Sig.	Description
<b>Relevance to community needs</b>	Male	4.674	0.277	.05110	.898	.372	Not Significant
	Female	4.623	0.276				
	Male	4.663	0.262	.05671	.936	.351	

<b>Sustainability of programs</b>	Female	4.606	0.311				Not Significant
	Male	4.742	0.256	.06791	1.137	.258	Not Significant
<b>Stakeholder participation</b>	Female	4.674	0.308				Not Significant
	Male	4.739	0.247	.07496	1.309	.194	Not Significant
<b>Alignment with the (SDGs)</b>	Female	4.665	0.295				Not Significant

Note. \* Significant at alpha 0.05

Table 3.2 The findings indicate that gender does not significantly affect how respondents assess the community extension practices of Sulu State University. This applies to all four areas examined in the study: relevance to community needs, sustainability of programs, stakeholder participation, and alignment with the Sustainable Development Goals (SDGs).

Across all indicators, the computed t-values were low and the significance values were above the 0.05 threshold, showing that there are no meaningful differences in responses between male and female participants. This suggests that both groups share similar perceptions regarding how the university plans, implements, and evaluates its extension programs, as well as how these initiatives engage communities and support development goals.

Overall, the results show consistency in views regardless of gender. Based on these findings, the null hypothesis stating that there is no significant difference in the extent of community extension practices when grouped according to gender is accepted.

**Table 3.3 Difference in the Extent of Community Extension Practices of Sulu State University When Data are Grouped According to Civil Status**

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
<b>Relevance to community needs</b>	Between Groups	.280	2	.140	1.868	.160	Not Significant
	Within Groups	7.264	97	.075			
	Total	7.544	99				
<b>Sustainability of programs</b>	Between Groups	.183	2	.092	1.063	.350	Not Significant
	Within Groups	8.358	97	.086			
	Total	8.542	99				
<b>Stakeholder participation</b>	Between Groups	.127	2	.063	.747	.476	Not Significant
	Within Groups	8.213	97	.085			
	Total	8.340	99				
<b>Alignment with the (SDGs)</b>	Between Groups	.204	2	.102	1.322	.271	Not Significant
	Within Groups	7.501	97	.077			

Total 7.705 99

*Note.* \* Significant at alpha 0.05

Table 3.3 The results show that civil status does not have a significant influence on how respondents view the community extension practices of Sulu State University. This finding is consistent across all four areas of the study: relevance to community needs, sustainability of programs, stakeholder participation, and alignment with the Sustainable Development Goals (SDGs).

In all indicators, the computed F-values were low and the significance values were above the 0.05 level, indicating that differences in civil status do not meaningfully affect respondents' perceptions. This suggests that married, single, and other groups of respondents share similar views regarding how the university designs, implements, and evaluates its extension programs.

Overall, the findings indicate a consistent perception of community extension practices regardless of civil status. Based on this, the null hypothesis stating that there is no significant difference in the extent of community extension practices when grouped according to civil status is accepted.

**Table 3.4 Difference in the Extent of Community Extension Practices of Sulu State University When Data are Grouped According to Highest Educational Attainment**

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
<b>Relevance to community needs</b>	Between Groups	.422	4	.106	1.408	.237	Not Significant
	Within Groups	7.121	95	.075			
	Total	7.544	99				
<b>Sustainability of programs</b>	Between Groups	.599	4	.150	1.791	.137	Not Significant
	Within Groups	7.943	95	.084			
	Total	8.542	99				
<b>Stakeholder participation</b>	Between Groups	.678	4	.170	2.102	.087	Not Significant
	Within Groups	7.662	95	.081			
	Total	8.340	99				
<b>Alignment with the (SDGs)</b>	Between Groups	.885	4	.221	3.08*	.020	Significant
	Within Groups	6.820	95	.072			
	Total	7.705	99				

*Note.* \* Significant at alpha 0.05

Table 3.4 The results show that respondents' highest educational attainment generally does not significantly affect how they view the community extension practices of Sulu State University in terms of relevance to community needs, sustainability of programs, and stakeholder

participation. In these areas, the computed F-values were low and the significance values were above 0.05, indicating no meaningful differences across educational levels.

However, a different result was observed in the area of alignment with the Sustainable Development Goals (SDGs). Here, the computed F-value was significant, with a p-value below 0.05, indicating that perceptions vary depending on the respondents' level of education. This suggests that faculty members with different academic backgrounds may interpret or evaluate SDG integration in extension programs differently.

Overall, the findings indicate that educational attainment does not strongly influence most aspects of community extension practices, except for SDG alignment. Despite this, the overall null hypothesis is generally accepted, as most domains showed no significant differences when respondents were grouped according to highest educational attainment.

**Table 3.5 Difference in the Extent of Community Extension Practices of Sulu State University When Data are Grouped According to Number of Years of Engagement in Extension**

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
<b>Relevance to community needs</b>	Between Groups	.027	2	.013	.172	.842	Not Significant
	Within Groups	7.517	97	.077			
	Total	7.544	99				
<b>Sustainability of programs</b>	Between Groups	.203	2	.101	1.178	.312	Not Significant
	Within Groups	8.339	97	.086			
	Total	8.542	99				
<b>Stakeholder participation</b>	Between Groups	.468	2	.234	2.886	.061	Not Significant
	Within Groups	7.872	97	.081			
	Total	8.340	99				
<b>Alignment with the (SDGs)</b>	Between Groups	.096	2	.048	.610	.545	Not Significant
	Within Groups	7.609	97	.078			
	Total	7.705	99				

*Note.* \* Significant at alpha 0.05

Table 3.4 The results show that the number of years of faculty involvement in extension work does not significantly influence how they perceive the community extension practices of Sulu State University. This applies to all four areas examined in the study: relevance to community needs, sustainability of programs, stakeholder participation, and alignment with the Sustainable Development Goals (SDGs).

Across these indicators, the computed F-values were low and the significance values were above the 0.05 level, indicating that respondents with varying lengths of extension experience generally share similar perceptions. This suggests that whether faculty members are new or have

longer involvement in extension work, they tend to evaluate the university's programs in a similar way in terms of planning, implementation, collaboration, and alignment with development goals.

Overall, the findings indicate a consistent view of community extension practices regardless of years of engagement. Based on this, the null hypothesis stating that there is no significant difference in the extent of community extension practices when grouped according to number of years of engagement in extension is accepted.

#### **4. DISCUSSION**

The findings of this study provide a clear picture of how community extension is practiced within Sulu State University and how faculty members perceive these initiatives.

In terms of the respondents' profile, most of the faculty involved in extension work are relatively young, aged 29 and below, and are predominantly female. Many are married and hold master's degrees, with most having one to three years of experience in extension activities. This suggests that community extension work in the university is largely carried out by early-career faculty who are still building their experience in outreach and community engagement. Despite this, their active participation reflects a strong institutional culture of involvement in extension programs.

Regarding the extent of community extension practices, the results show a consistently high rating across all areas relevance to community needs, sustainability, stakeholder participation, and alignment with the Sustainable Development Goals (SDGs). This means that faculty members generally see the university's extension programs as well-designed, responsive to real community concerns, inclusive in nature, and aligned with broader development goals. In practical terms, the programs are not only addressing local needs but are also connected to long-term and global development directions.

When differences were examined based on demographic variables such as age, gender, civil status, educational attainment, and years of experience, the results revealed no significant differences. This implies that faculty members, regardless of their background or length of involvement, tend to share similar views about the effectiveness and quality of the university's extension programs. Such consistency may suggest that the institution has a shared understanding and unified direction when it comes to community engagement.

Finally, the study found strong positive relationships among all key dimensions of community extension practices. Relevance, sustainability, stakeholder participation, and SDG alignment are closely connected, meaning that improvements in one area are likely to strengthen the others. For example, when programs are based on real community needs, they are more likely to be sustainable and supported by stakeholders, and more likely to align with development goals. This interconnectedness highlights the importance of a holistic approach in planning and implementing extension activities.

Overall, the findings suggest that the university's extension programs are functioning as an integrated system that is responsive, participatory, and development-oriented. They also point to the importance of maintaining strong coordination among all aspects of extension work to further enhance its impact on the communities being served.

#### **5. CONCLUSION**

The study concludes that faculty involved in the community extension programs of Sulu State University are mostly young, female, married, and academically qualified, with limited years of extension experience, indicating active participation among early- to mid-career faculty. Overall, the university's extension practices are perceived as highly relevant, sustainable, participatory, and aligned with the Sustainable Development Goals (SDGs), reflecting strong responsiveness to community needs and development priorities. Results further show that demographic factors such as age, gender, civil status, educational attainment, and length of extension experience do not significantly influence perceptions of extension practices, suggesting that institutional systems play a more important role than individual characteristics. Finally, all dimensions of community extension practices are strongly interconnected, indicating that improvements in one area tend to enhance the others and highlighting the importance of an integrated approach to extension program implementation.

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