

Impact Assessment of Outreach Activities of the Graduate Studies Program of Tomas Claudio Colleges

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Abstract

This study aimed to determine the impact assessment of the outreach activities of the Graduate Studies Program of Tomas Claudio Colleges during the School Year 2021–2022. Specifically, it examined the perceptions of key teachers and teachers from the Baras, Binangonan, and Pililla Sub-Offices regarding the extent of the program's outreach initiatives in terms of goals and objectives, projects and activities, and monitoring and evaluation. The respondents consisted of 59 key teachers and 228 teachers who were selected using purposive sampling. Descriptive research design was employed, utilizing three sets of researcher-made questionnaire-checklists to gather the necessary data. The respondents were described according to age, sex, civil status, position title, educational attainment, length of service, and seminars and trainings attended. Findings revealed that most key teacher-respondents were aged 40–49 years old, female, married, holding Head Teacher positions, holders of MAT/MAED degrees, had 21–30 years of service, and had attended international-level seminars and trainings. In contrast, most teacher-respondents were aged 21–29 years old, female, married, holding Teacher III positions, MAT/MAED holders, had 11–20 years of service, and had attended regional-level seminars and trainings. Both groups generally perceived that the outreach activities of the Graduate Studies Program had an impact on goals and objectives, projects and activities, and monitoring and evaluation. However, results showed a significant difference between the perceptions of the two groups regarding the extent of impact assessment of these outreach activities. Moreover, most profile variables of both groups were not significantly related to their perceptions, except for some aspects such as educational attainment and seminars attended among key teachers, and age among teachers in relation to selected variables. The respondents also reported moderate challenges, including limited time to conduct research, lack of research guidance, and minimal sponsorship or partnerships for outreach initiatives. The study concludes that while outreach activities are recognized as impactful, differences in perceptions and existing challenges highlight the need for stronger collaboration, support mechanisms, and research-oriented engagement in outreach programs.

Keywords: outreach activities, graduate studies program, impact assessment, teachers' perceptions, community extension, educational outreach.

1. Introduction

Education plays a vital role in human development by providing learning experiences that enhance knowledge, critical thinking, and social responsibility. Through education, individuals develop the ability to make sound decisions and interact effectively within society. Moreover, education contributes to social transformation by promoting civic participation, equality, and sustainable development. As institutions of learning, schools and higher education institutions are expected not only to provide academic instruction but also to engage in programs that support community development and social welfare.

In the Philippines, community engagement and volunteerism are strengthened through Republic Act No. 9418, which promotes participation of various sectors of society in civic and public affairs. The law emphasizes volunteerism as a strategy for national development and encourages the Filipino tradition of bayanihan to foster solidarity and sustainable development. In line with this mandate, higher education institutions are expected to fulfill their threefold function of instruction, research, and community extension. Outreach activities therefore

serve as a significant avenue through which schools contribute to community empowerment and social development.

Several studies highlight the value of outreach programs in education and community engagement. The study of Henk Vennix and Jan van den Brok (2018) revealed that outreach learning environments positively influence students' motivation and attitudes, particularly when activities involve real-life applications and interactive learning experiences. Similarly, Brett Harris et al. (2020) found that hands-on outreach activities in science education improved students' engagement and strengthened their positive attitudes toward scientific learning.

Furthermore, Suresh Suresa (2019) emphasized that outreach programs enhance students' understanding of theoretical concepts while developing professional competencies such as communication, leadership, and social responsibility. In the context of higher education outreach initiatives, Frank Findler et al. (2019) explained that universities contribute to sustainable development through community engagement activities that influence social, economic, and environmental outcomes. However, the authors noted that many studies focus on specific activities rather than comprehensive impact assessments of institutional outreach programs.

Local studies in the Philippines also highlight the importance of community extension activities. The study of Charito Capulso (2017) found that community outreach programs of higher education institutions significantly influence awareness, implementation, and engagement among students, faculty, and community members. Similarly, Rizalino Cervantes et al. (2018) reported that extension programs positively affect the social and personal development of community beneficiaries by providing opportunities for skills development and community participation.

Despite the recognized benefits of outreach activities, existing studies often focus on student learning outcomes or community benefits, with limited emphasis on assessing the overall impact of outreach programs from the perspective of educators and institutional stakeholders. Moreover, there is limited research examining the impact of graduate studies outreach programs on teachers in partner educational communities.

In response to this research gap, this study aimed to determine the impact assessment of the outreach activities of the Graduate Studies Program of Tomas Claudio Colleges during the School Year 2021–2022. Specifically, it examined the perceptions of key teachers and teachers from selected DepEd sub-offices regarding the extent to which outreach initiatives influence goals and objectives, projects and activities, and monitoring and evaluation of the program. The findings of this study are expected to provide insights that may help strengthen community extension programs and improve collaboration between higher education institutions and partner communities.

2. Materials and methods

2.1 Research Design

The study used the descriptive survey research design utilizing questionnaire checklist as the tool in gathering the needed data.

2.2 Research Setting

The study was conducted in Tomas Claudio Colleges. It is located in Taghangin, Morong, Rizal, conveniently accessible through public transport. The school is free from urban pollution and conducive to learning and reflective thinking. The college offers academic programs like Bachelor of Secondary Education, Bachelor of Elementary Education, Criminology, Bachelor of Science in Nursing, Midwifery, Physical Therapy, Caregiving Course, Bachelor of Arts and Graduate Studies Program such as Master of Arts in Education, Master of Business Administration and Master in Public Administration. The school is a community-owned and community-based institution of learning in Eastern Rizal. It is an active member of the Philippine Association of Colleges and Universities, Philippine Association of Collegiate Schools of Business, Philippine Association of Private Schools, Colleges and Universities and member of CHED-CALABARZON Research Council. It is an active advocate of accreditation under PACUCOA and has seven accredited programs to date.

2.3 Respondents

The focused of the study were the 59 key teachers and 228 teachers of the three sub-offices. The key teachers were described in terms of age, sex, civil status, position title, educational attainment, length of service and seminars and trainings attended for administrators. However, the teachers were described in terms of age, sex, civil status, position title, educational attainment, length of service and seminars and trainings attended.

2.4 Research Instruments

The study utilized a researcher-made questionnaire-checklist as the primary instrument for gathering data. The instrument consisted of three parts. Part I described the profile of the respondents, including the key teachers and teachers, in terms of age, sex, civil status, position title, educational attainment, length of service, and seminars and trainings attended. Part II measured the extent of impact assessment of the outreach activities of the Graduate Studies Program with respect to goals and objectives, projects and activities, and monitoring and evaluation. This section contained 40 items, with ten items assigned to each aspect, and responses were rated using a five-point Likert scale ranging from Outstanding to Unsatisfactory. Part III determined the extent of problems encountered by the respondents in relation to the outreach activities, using a five-point scale ranging from Very Much Serious to Least Serious. Prior to its administration, the questionnaire underwent validation by the TCC Research Director, the Dean, and Professorial Lecturers to ensure its clarity, relevance, and reliability. Their comments and suggestions were incorporated in the final version of the instrument.

2.5 Data Collection

The researchers secured permission from the concerned school authorities and offices prior to the conduct of the study. After obtaining approval, the researchers personally distributed the questionnaire-checklists to the identified respondents, which included key teachers and teachers from the Baras, Binangonan, and Pililla Sub-Offices. The respondents were informed about the purpose of the study and were assured that their responses would be treated with utmost confidentiality and would be used solely for academic purposes. The researchers provided sufficient time for the respondents to accomplish the questionnaire to ensure accurate and honest responses. After completion, the questionnaires were retrieved by the researchers for checking, tabulation, and subsequent statistical analysis of the gathered data.

2.6 Data Analysis

For the analysis and interpretation of the data, several statistical tools were employed. Frequency count, percentage, and rank distribution were used to describe the profile of the respondents in terms of age, sex, civil status, position title, educational attainment, length of service, and seminars and trainings attended. The weighted mean was utilized to determine the extent of the impact assessment of the outreach activities of the Graduate Studies Program as perceived by the two groups of respondents with respect to goals and objectives, projects and activities, and monitoring and evaluation. To determine the significant difference between the perceptions of the two groups of respondents regarding the extent of impact assessment of the outreach activities, the one-way analysis of variance (ANOVA) was applied. Moreover, the weighted mean and rank distribution were used to determine the extent of the problems encountered by the respondents in the implementation of the outreach activities of the Graduate Studies Program of Tomas Claudio Colleges.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Key Teacher and Teacher Respondents

The key teacher-respondents were predominantly in the 40–49 age bracket, comprising around half of the group (47–52%), followed by those aged 50–59 (22%) and 30–39 (17–19%). A smaller proportion were 21–29 years old (5–7%), and the least represented were 60 years and above (3–5%). Most respondents were female (70–78%) and married (73–83%), with a smaller number being single (14–22%) or widowed (3–5%). In terms of

position, the majority held the Head Teacher role (40–44%), followed by Principal I–III positions (27–31%), with Master Teachers being the least represented (2%). Regarding educational attainment, 44% were MAT/MAED holders, 20% held Ed.D./Ph.D., and 30% had completed units in Ed.D./Ph.D., with a small portion having units in MAT/MAED (3%). Most respondents had 21–30 years of teaching experience (46%), followed by 11–20 years (29%), 1–10 years (22%), and a few with 31 years or more (3%). In terms of professional development, more than half attended seminars and trainings at the international level (58%), while the rest participated at the national (29%), regional (25%), or division (5%) levels. Overall, the profile indicates a majority of experienced, married female educators with advanced degrees actively engaging in professional development.

Table 1.1: *Frequency, Percentage and Rank Distribution of the Key Teacher- Respondents in Terms of the Selected Variables*

Profile	Frequency	Percentage	Rank
Age			
60 years old and above	2	3.4	5
50-59 years old	10	16.9	3
40-49 years old	31	52.5	1
30-39 years old	13	22.0	2
21-29 years old	3	5.1	4
Total	59	100.0	
Sex			
Male	18	30.5	2
Female	41	69.5	1
Total	59	100.0	
Civil Status			
Single	13	22.0	2
Married	43	72.9	1
Widow/er	3	5.1	3
Total	59	100.0	
Position Title			
Head Teacher	26	44.1	1
Principal I	18	30.5	2
Principal II	12	20.3	3
Principal III	2	3.4	4
Master Teacher	1	1.7	5
Total	59	100.0	
Educational Attainment			
Ed.D./Ph.D.	12	20.3	3
with Ed.D./Ph.D. units	18	30.5	2
MAT/MAED	26	44.1	1
with MAT/MAED units	2	3.4	4
Bachelor's Degree (BSE/BEEd)	-	-	-
Total	59	100.0	
Length of Service			
1-10 years	13	22.0	3
11-20 years	17	28.8	2
21-30 years	27	45.8	1
31 years and above	2	3.4	4
Total	59	100.0	
Seminars and Trainings Attended			
International Level	34	57.6	1
National Level	17	28.8	2

Regional Level	15	25.4	3
Division Level	3	5.1	4
Total	59	100.0	

The table 1.2. below shows that the teacher-respondents were largely younger, with the highest proportion in the 21–29 age bracket (31%), followed by 30–39 years old (23%), 40–49 years old (18%), 50–59 years old (18%), and the least in the 60 years and above category (10%). The majority were female (74%) and married (69%), while 28% were single and 3% were widowed. Most respondents held the position of Teacher III (48%), followed by Teacher II (38%), and Teacher I (14%). In terms of educational attainment, 45% were MAT/MAED holders, 31% had units in MAT/MAED, and 24% had units in Ed.D./Ph.D. Regarding teaching experience, most had 11–20 years of service (36%), followed by 1–10 years (29%), 21–30 years (26%), and 31 years and above (9%). Participation in seminars and trainings was highest at the regional level (40%), followed by division (22%), national (18%), district (12%), and international (7%). Overall, the profile indicates a workforce of relatively younger, predominantly female teachers with moderate teaching experience and active engagement in professional development.

Table 1.2: *Frequency, Percentage and Rank Distribution of the Teacher- Respondents in Terms of the Selected Variables*

Profile	Frequency	Percentage	Rank
Age			
60 years old and above	23	10.1	5
50-59 years old	40	17.5	4
40-49 years old	42	18.4	3
30-39 years old	53	23.2	2
21-29 years old	70	30.7	1
Total	228	100.0	
Sex			
Male	60	26.3	2
Female	168	73.7	1
Total	228	100.0	
Civil Status			
Single	63	27.6	2
Married	158	69.3	1
Widow/er	7	3.1	3
Total	228	100.0	
Position Title			
Teacher III	109	47.8	1
Teacher II	87	38.2	2
Teacher I	32	14.0	3
Total	228	100.0	
Educational Attainment			
Ed.D./Ph.D.	-	-	-
with Ed.D./Ph.D. units	55	24.1	3
MAT/MAED	103	45.2	1
with MAT/MAED units	70	30.7	2
Bachelor's Degree (BSE/BEEEd)	-	-	-
Total	228	100.0	
Length of Service			
1-10 years	65	28.5	2
11-20 years	82	36.0	1
21-30 years	60	26.3	3

31 years and above	21	9.2	4
Total	228	100.0	
Seminars and Trainings Attended			
International Level	15	6.6	5
National Level	42	18.4	3
Regional Level	92	40.4	1
Division Level	51	22.4	2
District Level	28	12.3	4
Total	228	100.0	

3.2. Extent of Impact Assessment of the Outreach Activities of the Graduate Studies Program as Perceived by the Two Groups of Respondents with Respect to Goals and Objectives, Projects and Activities and Monitoring and Evaluation

As shown in the table, for both respondents, the overall means obtained are 4.44 and 4.60, both are verbally interpreted as Often and Always. Project and activities ranked first at 4.45 and 4.62, goals and objectives ranked second at 4.44 and 4.59 and monitoring and evaluation ranked last at 4.43 and 4.58, respectively. It could be gleaned from the results that the outreach activities of the Graduate Studies Program are found to have an impact as perceived by the key teachers and found to be always by the teachers with respect to goals and objectives, projects and activities, and monitoring and evaluation. The outreach activities of the Graduate Studies Program were conducted so that the community could work together and engage with the beneficiaries to directly accomplish a common purpose during the program's execution. Findings imply that outreach activities of the Graduate Studies Program promote knowledge that everyone in society has a role to play in education. The success of the outreach program depends on their collaboration and on the impact assessment of the outreach activities of the Graduate Studies Program in terms of goals and objectives, projects and activities, and monitoring and evaluation. This relates with the statement of Seehamat, et al. (2014) cited that needs assessment is an important stage of both curriculum development and school curriculum development. Moreover, needs assessment inform important information and decisions for school curriculum to develop awareness and sense of responsibility.

Table 2: *Extent of Impact Assessment of the Outreach Activities of the Graduate Studies Program as Perceived by the Two Groups of Respondents with Respect to Goals and Objectives, Projects and Activities and Monitoring and Evaluation*

Impact Assessment	Teachers			Pupils		
	wx	VI	R	wx	VI	R
Goals and Objectives	4.44	Often	2	4.59	Always	2
Project and Activities	4.45	Often	1	4.62	Always	1
Monitoring and Evaluation	4.43	Often	3	4.58	Always	3
Overall Mean	4.44	Often		4.60	Always	

3.3. Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Impact Assessment of the Outreach Activities of the Graduate Studies Program

It could be gleaned from the table that with respect to goals and objectives, project and activities and monitoring and evaluation, the obtained p-values of 0.000, respectively are all lower than 0.05 level of significance, thus,

this rejects the null hypothesis. Findings reveal that there is a significant difference between the extent of impact assessment of the outreach activities of the Graduate Studies Program as perceived by the two groups of respondents with respect to the different aspects. This means that key teachers and teachers have different perceptions towards the extent of impact assessment of the outreach activities of the Graduate Studies Program. Findings imply that both groups have different insights in recognizing the benefits and drawbacks of the different outreach activities conducted by the Graduate Studies Program. They both have different insights about the specific services and rights of an outreach program. The outreach activities conducted by the Graduate Studies Program need to be set up to make use of resources and help achieve a goal, which tries to assist, uplift, and support all its beneficiaries. This is congruent with the study of Nuncio, et. al (2020) that even though the participants have different views towards the said program, they also showed a strong positive attitude towards the ELO.

Table 3: *Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Impact Assessment of the Outreach Activities of the Graduate Studies Program*

Impact Assessment	t-value	p-value	Ho	Verbal Interpretation
Goals and Objectives	3.608	0.000	Rejected	Significant
Project and Activities	3.543	0.000	Rejected	Significant
Monitoring and Evaluation	4.800	0.000	Rejected	Significant

3.4. Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Impact Assessment of the Outreach Activities of the Graduate Studies Program with Respect to the Different Aspects in Terms of Their Profile

The analysis of the key teacher-respondents' perceptions on the extent of impact assessment of the Graduate Studies Program's outreach activities revealed that personal characteristics such as age, sex, civil status, position title, and length of service yielded p-values higher than 0.05, thus accepting the null hypothesis. This indicates that these characteristics do not significantly influence their perceptions regarding goals and objectives, projects and activities, and monitoring and evaluation. However, when grouped according to educational attainment and seminars and trainings attended, a significant difference was found with respect to goals and objectives, leading to the rejection of the null hypothesis. This suggests that key teachers with varying educational backgrounds and professional development experiences perceive the goals and objectives of the outreach activities differently. The findings imply that while demographic factors are not predictive of perceptions, professional preparation and engagement in trainings contribute to differences in understanding the purpose and effectiveness of the outreach activities. This aligns with Vermix and Brok (2018), who reported that specific characteristics of outreach activities are significantly related to autonomous motivation and positive attitudes, highlighting that targeted experiences and exposure shape participants' perceptions and engagement.

Table 4. *Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Impact Assessment of the Outreach Activities of the Graduate Studies Program with Respect to the Different Aspects in Terms of Their Profile*

Aspects	F-value	p-value	Ho	Verbal Interpretation
Age				
Goals and Objectives	0.684	0.567	Accepted	Not Significant
Project and Activities	0.569	0.638	Accepted	Not Significant
Monitoring and Evaluation	1.253	0.303	Accepted	Not Significant
Sex				
Goals and Objectives	1.761	0.981	Accepted	Not Significant

Project and Activities	1.098	0.651	Accepted	Not Significant
Monitoring and Evaluation	1.091	0.541	Accepted	Not Significant
Civil Status				
Goals and Objectives	0.095	0.759	Accepted	Not Significant
Project and Activities	1.184	0.283	Accepted	Not Significant
Monitoring and Evaluation	1.889	0.176	Accepted	Not Significant
Position Title				
Goals and Objectives	1.334	0.274	Accepted	Not Significant
Project and Activities	0.664	0.621	Accepted	Not Significant
Monitoring and Evaluation	1.277	0.295	Accepted	Not Significant
Educational Attainment				
Goals and Objectives	2.651	0.002	Rejected	Significant
Project and Activities	0.569	0.638	Accepted	Not Significant
Monitoring and Evaluation	1.253	0.303	Accepted	Not Significant
Length of Service				
Goals and Objectives	1.339	0.273	Accepted	Not Significant
Project and Activities	0.346	0.710	Accepted	Not Significant
Monitoring and Evaluation	0.568	0.571	Accepted	Not Significant
Seminar and Trainings Attended				
Goals and Objectives	4.321	0.002	Rejected	Significant
Project and Activities	2.349	0.133	Accepted	Not Significant
Monitoring and Evaluation	1.237	0.272	Accepted	Not Significant

3.5. Significant difference between the perceptions of the teacher-respondents on the extent of impact assessment of the outreach activities of the Graduate Studies Program with respect to the different aspects in terms of their profile.

The analysis of teacher-respondents' perceptions on the extent of impact assessment of the Graduate Studies Program's outreach activities revealed that most personal characteristics—sex, civil status, position title, educational attainment, length of service, and seminars and trainings attended—yielded p-values higher than 0.05, thus accepting the null hypothesis. This indicates that these characteristics do not significantly influence their perceptions regarding goals and objectives, projects and activities, and monitoring and evaluation. However, when grouped according to age, a significant difference was found with respect to goals and objectives and monitoring and evaluation, leading to the rejection of the null hypothesis. This suggests that teachers of different age groups perceive these aspects of the outreach activities differently. The findings imply that while most demographic and professional characteristics are not predictors of perception, age influences understanding, as younger teachers may be less familiar with the program's interventions, preventive measures, and developmental services, and may rely more on collaboration with experienced colleagues and community partners to deliver the program effectively. This aligns with Harris et al. (2020), who found that teacher involvement and participation enhance engagement and trust, and that mentors with varying characteristics can provide relatable and effective guidance to learners.

Table 5: Significant difference between the perceptions of the teacher-respondents on the extent of impact assessment of the outreach activities of the Graduate Studies Program with respect to the different aspects in terms of their profile.

Aspects	F-value	p-value	Ho	Verbal Interpretation
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Age				
Goals and Objectives	4.531	0.001	Rejected	Significant
Project and Activities	1.289	0.098	Accepted	Not Significant
Monitoring and Evaluation	6.976	0.002	Rejected	Significant
Sex				
Goals and Objectives	0.944	0.440	Accepted	Not Significant
Project and Activities	0.960	0.431	Accepted	Not Significant
Monitoring and Evaluation	0.857	0.491	Accepted	Not Significant
Civil Status				
Goals and Objectives	1.058	0.305	Accepted	Not Significant
Project and Activities	0.469	0.494	Accepted	Not Significant
Monitoring and Evaluation	0.692	0.406	Accepted	Not Significant
Position Title				
Goals and Objectives	1.128	0.347	Accepted	Not Significant
Project and Activities	1.048	0.391	Accepted	Not Significant
Monitoring and Evaluation	1.132	0.345	Accepted	Not Significant
Educational Attainment				
Goals and Objectives	1.610	0.146	Accepted	Not Significant
Project and Activities	1.063	0.386	Accepted	Not Significant
Monitoring and Evaluation	1.529	0.171	Accepted	Not Significant
Length of Service				
Goals and Objectives	1.425	0.207	Accepted	Not Significant
Project and Activities	1.222	0.297	Accepted	Not Significant
Monitoring and Evaluation	2.118	0.053	Accepted	Not Significant
Seminar and Trainings Attended				
Goals and Objectives	0.204	0.894	Accepted	Not Significant
Project and Activities	0.976	0.405	Accepted	Not Significant
Monitoring and Evaluation	0.672	0.570	Accepted	Not Significant

3.6. Extent of the Problems Encountered in the Implementation of Outreach Activities in the Graduate Studies Program of Tomas Claudio Colleges

The analysis of problems encountered in the implementation of outreach activities in the Graduate Studies Program of Tomas Claudio Colleges shows that key teacher-respondents reported the top three challenges as insufficient time to conduct research, lack of guidance in research, and minimal sponsorship or partnerships. Teacher-respondents identified their main challenges as limited time for research, heavy paperwork, and feelings of stress. Overall, these problems were assessed as moderate. The findings suggest that respondents face constraints in fulfilling research-related tasks due to limited guidance, administrative workload, and stress, which may affect their motivation and effectiveness in outreach activities. Despite these challenges, respondents recognize that engaging in outreach activities enhances community functioning, whether through individualized support or broader programs informed by research. This underscores the importance of allocating sufficient time and resources for research to ensure the success of outreach initiatives. These findings are consistent with McAnn et al. (2022), who noted that while researchers value outreach, they often face obstacles such as limited institutional support, balancing research with outreach responsibilities, and finding ways to engage non-specialist audiences effectively.

Table 6: *Extent of the Problems Encountered in the Implementation of Outreach Activities in the Graduate Studies Program of Tomas Claudio Colleges*

Problem Encountered	Key Teachers			Teachers		
	wx	VI	R	wx	VI	R
1. Lack of awareness of advantages and disadvantages of outreach activities	3.00	Sometimes	9	3.37	Sometimes	9
2. Loaded of paper woks	3.19	Sometimes	6	3.83	Often	2
3. Lack of time to do research	3.57	Often	1	3.85	Often	1
4. Lack of guidance to do research	3.38	Sometimes	2	3.56	Often	6
5. Sponsorship/Partnership of the program	3.33	Sometimes	3	3.54	Often	7
6. Lack of knowledge in choosing a suitable research methodology	3.24	Sometimes	4.5	3.49	Sometimes	8
7. Feeling stressful	3.24	Sometimes	4.5	3.73	Often	3
8. Lack of research skills	3.14	Sometimes	7	3.59	Often	5
9. Have anxieties in writing and conducting the study and perceived research	3.05	Sometimes	8	3.63	Often	4
10. Lack of support of administrators	2.95	Sometimes	10	3.15	Sometimes	10

4. Conclusion & Recommendations

The study concluded that key teachers and teachers have differing perceptions regarding the impact assessment of the Graduate Studies Program's outreach activities, particularly in terms of goals and objectives, projects and activities, and monitoring and evaluation. While most demographic and professional characteristics—such as age, sex, civil status, position title, educational attainment, length of service, and seminars and trainings attended—do not significantly influence their perceptions, certain factors like educational attainment and training experiences for key teachers, and age for teachers, were found to contribute to differences in viewpoints. Overall, respondents recognize the value of outreach activities in enhancing professional growth, fostering partnerships, and improving community engagement.

Based on these findings, several recommendations are proposed. School administrators should seek donors and sponsors and involve community stakeholders in social partnerships using various communication channels. Key teachers and teachers should receive proper orientation on the importance of research in outreach activities as part of their responsibilities. Regular meetings among school officials, teachers, and community partners are encouraged to maintain strong interpersonal relationships and collaboration. Implementation of the proposed action plan is recommended to improve the effectiveness of outreach initiatives. Finally, conducting similar studies using additional variables may provide further insights into the impact and improvement of outreach programs.

Compliance with ethical standards

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