

**COMMUNITY MOTIVATION, ENGAGEMENT AND COMMITMENT  
ON CAVITE STATE UNIVERSITY TANZA CAMPUS EXTENSION  
SERVICES IN BARANGAY BAGTAS, TANZA, CAVITE: BASIS FOR  
PROPOSED ENHANCEMENT PLAN**

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**ABSTRACT**

This study determined the relationship between community motivation, engagement, and commitment in the extension services of Cavite State University-Tanza Campus among Barangay Bagtas residents in Tanza, Cavite. A descriptive-correlational design was employed, using purposive, quota, and convenience sampling techniques to select 100 participants who had engaged in extension services. The study gathered demographic data, including age, sex, occupation, civil status, monthly income, educational attainment, and type and number of extension services attended. It examined intrinsic and extrinsic motivation, physical, cognitive, and emotional engagement, and affective, continuance, and normative commitment. Statistical tools such as Pearson r, weighted means, and frequency and percentage distributions were used to analyze the data. The findings indicated that intrinsic motivation, particularly personal fulfillment (WM = 3.97), and extrinsic motivation, such as career advancement (WM = 3.77), were significant factors in community participation. Participants demonstrated high levels of engagement, with physical engagement (WM = 3.86), cognitive engagement (WM = 3.85), and emotional engagement (WM = 3.80) being the most prominent. Commitment was driven by affective (WM = 3.81), continuance (WM = 3.81), and normative (WM = 3.69) factors, showing strong emotional attachment, moral obligation, and perceived benefits. Pearson r analysis revealed significant relationships between motivation, engagement, and commitment ( $p < 0.05$ ). Based on these results, the study recommended enhancing intrinsic and extrinsic motivation through value-driven programs, focusing on hands-on activities and reflective discussions to improve engagement, and fostering a strong sense of community and moral duty to increase commitment. Tailored programs focused on skills development and career readiness were also recommended to address community needs effectively. These insights aimed to improve the effectiveness and sustainability of community participation in the extension services at Cavite State University-Tanza.

**Keywords:** community motivation, engagement, commitment, extension services, Cavite State University-Tanza, Barangay Bagtas, Tanza, Cavite, community involvement, enhancement plan.

**1.0 INTRODUCTION**

Community Extension Services (CES) play a vital role in fulfilling the societal transformation mandate of higher education institutions (HEIs) in the Philippines, as emphasized by Republic Act 7722, also known as the Higher Education Act of 1994.

This legislation tasks HEIs with integrating instruction, research, and extension programs to foster sustainable community development and empower marginalized sectors. CES initiatives aim to improve livelihoods, enhance education, promote health and environmental awareness, and address critical community challenges (Asio et al., 2023; QSU-CTE Journal, 2023). Additionally, there is an increasing appreciation of the impact of higher education extension in the teaching and learning process as students apply their disciplinary knowledge to help address real-world problems. This work may be of interest to higher education institutions (HEIs) which are designing community extension programs with optimized societal outcomes (Llenares and Deocaris 2018).

Cavite State University (CvSU), like other HEIs, prioritizes community-driven and accreditation-driven extension services. These programs include technology transfer, skills development, literacy initiatives, action research, mentoring sessions, and more focused on agriculture, science and technology designed to address specific community needs while aligning with the university's academic goals. By fostering participatory approaches, CvSU's extension programs bridge the gap between academic expertise and societal needs, ensuring that education translates into meaningful social impact (Garcia & Danao, 2022; Cavite State University, n.d.).

HEIs implementing CES not only empower communities but also enrich student learning experiences by fostering civic responsibility and practical skills. Studies from Ilocos Sur Polytechnic State College and Lyceum of the Philippines University-Batangas have demonstrated measurable improvements in health education, literacy, and livelihood outcomes (Asia Pacific Journal of Management, 2023; International Journal of Education Science, 2020).

This study builds on the growing body of evidence supporting the critical role of community extension services in creating sustainable, inclusive, and empowered communities. By assessing the contributing factors that could impact on these services at Cavite State University, this research contributes to the understanding of how HEIs can further enhance their role in societal transformation.

Furthermore, The Cavite State University-Tanza Campus Extension Services can use this study to ensure the sustainability of Community Motivation,

Engagement and Commitment of the Community Members in Barangay Bagtas, Tanza, Cavite to Propose Enhancement Plan and continue to fulfill the university's mission of service to society.

Given the preceding statements, this study was conducted to:

1. Determine the profile of the participants in terms of
  - a. age;
  - b. sex;

- c. civil status;
  - d. monthly income;
  - e. educational attainment;
  - f. type of extension service activities participated; and
  - g. number of extension services attended?
2. Determine the level of motivation in extension services as perceived by the participants in terms of:
  - a. intrinsic motivation:
  - b. extrinsic motivation?
3. Determine the level of engagement in extension services as perceived by the participants in terms of:
  - a. physical engagement:
  - b. cognitive engagement: and
  - c. emotional engagement?
4. Determine the level of commitment in the extension services as perceived by the participants in terms of:
  - a. affective commitment:
  - b. continuance commitment: and
  - c. normative commitment?
5. Determine the significant relationship between the level of commitment in extension services and the following:
  - a. motivation: and
  - b. engagement?
6. Determine what enhancement plan can be proposed?

## 2.0 METHODOLOGY

This study adopts a quantitative approach through a descriptive-correlational design to explore community commitment to extension motivation, engagement, and commitment within the Barangay Bagtas community. The descriptive component involves a thorough examination of demographic data, including age, sex, civil status, monthly income, types of extension services utilized, and the number of extension services attended, while the correlational aspect analyzes relationships between commitment levels and motivation and engagement.

The study focuses on a sample of 100 participants engaged in extension activities offered by Cavite State University-Tanza, selected through purposive, quota, and convenience sampling techniques. A self-administered questionnaire collected data regarding experiences with extension services, divided into two sections: the first addressing demographic data and the second evaluating motivation, engagement, and commitment levels using a Five-Point Likert Scale to gauge participant agreement with various statements.

The data were analyzed using various statistical tools. Including percentage and frequency distribution for demographic data, weighted mean for the descriptive tables to characterized central tendencies. Pearson r analysis examined significant relationships among motivation, engagement, and commitment levels, while the Likert scale measured participants' perceptions, with higher scores indicating stronger agreement with statements.

This structured methodology aims to provide insights that contribute to the effective enhancement of Cavite State University-Tanza Campus extension services, aligning them more closely with the community's needs and aspirations.

**Table 1. Descriptive interpretation of motivation in extension services**

<b>WEIGHTED MEAN</b>	<b>VERBAL INTERPRETATION</b>	<b>DESCRIPTIVE INTERPRETATION</b>
4.21 - 5.0	Strongly Agree	It means that the participants demonstrate a very high level of motivation.
3.41 - 4.20	Agree	It means that the participants exhibit a high level of motivation.
2.61 - 3.40	Slightly Agree	It means that the participants show an average level of motivation.
1.81 - 2.60	Disagree	It means that the participants reveal low motivation.
1.00 - 1.80	Strongly Disagree	It means that the participants indicate minimal motivation.

**Table 2. Descriptive interpretation of engagement in extension services**

<b>WEIGHTED MEAN</b>	<b>VERBAL INTERPRETATION</b>	<b>DESCRIPTIVE INTERPRETATION</b>
4.21 - 5.0	Strongly Agree	It means that the participants demonstrate a very high level of engagement
3.41 - 4.20	Agree	It means that the participants show a high level of engagement.
2.61 - 3.40	Slightly Agree	It means that the participants exhibit an average level of engagement.
1.81 - 2.60	Disagree	It means that the participants indicate low engagement.
1.00 - 1.80	Strongly Disagree	It means that the participants report minimal engagement.

**Table 3. Descriptive interpretation of commitment in extension services**

<b>WEIGHTED MEAN</b>	<b>VERBAL INTERPRETATION</b>	<b>DESCRIPTIVE INTERPRETATION</b>
4.21 - 5.0	Strongly Agree	It means that the participants demonstrate a very high level of commitment.

3.41 - 4.20	Agree	It means that the participants show a high level of commitment.
2.61 - 3.40	Slightly Agree	It means that the participants exhibit an average level of commitment.
1.81 - 2.60	Disagree	It means that the participants indicate low commitment.
1.00 - 1.80	Strongly Disagree	It means that the participants report minimal commitment

### 3.0 RESULTS AND DISCUSSION

#### 3.1 Demographic Profiles of the Participants

Table 4 shows that most participants (76.00%) belong to the age group of 18-24 years old and are female (62.00%). The majority (86.00%) of the participants are single and have the education level of a college undergraduate (35.00%) with monthly income (71.00%) below 10,000. Also, most of the participants (30.00%) have attended skills development extension services activities and (69.00%) of the participants have attended extension services 1-3 times.

**Table 4. Distribution of participants in terms of their demographic profile**

DEMOGRAPHIC PROFILES	FREQUENCY	PERCENTAGE
<b>Age</b>		
18-24	76	76.00
25-30	7	7.00
31-35	1	1.00
36-40	3	3.00
41-45	3	3.00
46-50	4	4.00
51 and above	6	6.00
<b>Sex</b>		
Male	38	38.00
Female	62	62.00
<b>Civil Status</b>		
Single	86	86.00
Married	10	10.00
Widow/Widower	4	4.00
<b>Educational Attainment</b>		
Elementary Graduate	1	1.00
High School Undergraduate	29	29.00
High School Graduate	28	28.00
College Undergraduate	35	35.00
College Graduate	7	7.00

<b>Monthly Income</b>		
Below 10,000	71	71.00
10,001-15,000	11	11.00
15,001-20,000	8	8.00
20,001-25,000	6	6.00
25,001-30,000	2	2.00
31,001 and above	2	2.00
<b>Type of Extension Services Activities</b>		
Computer and Information Literacy	22	22.00
Livelihood Training	14	14.00
Skills Development	30	30.00
Environmental Education	10	10.00
Gender and Development	5	5.00
Health and Wellness	20	20.00
Others Specify	4	4.00
<b>Number of Extension Service Attended</b>		
1-3	69	69.00
4-6	18	18.00
7 or more	13	13.00

### 3.2 Community Motivation on Extension Services-Cavite State University-Tanza Campus

Table 5 presents the intrinsic motivation of community members in Barangay Bagtas, Tanza, Cavite. Overall, it can be seen that all participants had a high level of motivation to actively participate in community extension services.

Fischer, C. et al. (2017) The findings confirm that higher levels of intrinsic motivation positively impact creativity and innovation, suggesting that fostering such motivation and a desire to contribute to the community can significantly enhance participation in extension activities, as evidenced by the high levels of agreement among participants regarding their motivations.

**Table 5. Community motivation in terms of intrinsic motivation**

LEVELS OF INTRINSIC MOTIVATION	WEIGHTED MEAN	STANDARD DEVIATION	REMARKS
1 I participate in extension services because I find it personally rewarding.	4.04	0.88	Strongly Agree

2. I engage in extension services because it aligns with my personal interest and values	3.99	0.85	Agree
3. My desire to help others in the community motivates me to join extension activities.	4.01	0.80	Strongly Agree
4. I feel personally fulfilled by contributing to the community through extension services.	3.83	0.96	Agree
5. I participate in extension services because I enjoy the process of learning and growth through community work.	3.99	0.94	Agree
<b>OVER-ALL</b>	<b>3.97</b>	<b>0.66</b>	<b>Agree</b>

Table 6 presents the extrinsic motivation of community members in Barangay Bagtas, Tanza, Cavite. As a result, the study shows that they had a very good level of motivation due to additional rewards to actively participate in extension services.

Kremer, M., & Hurst, D. (2019) study indicates that when individuals perceive a high likelihood of receiving relational rewards, their intrinsic motivation is further amplified, which means leading to greater engagement in tasks, including community extension services.

**Table 6. Community motivation in terms of extrinsic motivation**

LEVELS OF EXTRINSIC MOTIVATION	WEIGHTED MEAN	STANDARD DEVIATION	REMARKS
1. I join extension services due to the recognition or rewards offered by the university.	3.81	0.83	Agree
2. I am motivated to participate in extension services because it can enhance my resume or career prospects.	3.88	0.94	Agree
3. The opportunity to earn academic credits or incentives motivates me to participate in extension services.	3.77	0.89	Agree
4. I engage in extension services because of the influence or encouragement of my peers.	3.56	0.87	Agree
5. I join extension services because it helps me gain external	3.83	0.94	Agree



rewards, such as recognition or networking.

<b>OVER-ALL</b>	<b>3.77</b>	<b>0.68</b>	<b>Agree</b>
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### 3.3 Community Engagement on Extension Services-Cavite State University-Tanza Campus

Table 7 shows the level of engagement in the communities of Barangay Bagtas, Tanza, Cavite. Overall, it can be seen that all participants had a high level of engagement in terms of physical engagement.

Johnson, R., & Lee, K. (2020) reinforced the result of the study, which proved that the individuals who actively participated in physically demanding tasks reported higher levels of energy, commitment, and personal fulfillment, reinforcing the idea that physical engagement is a significant factor in motivating individuals to participate in extension services.

**Table 7. Community engagement in terms of physical engagement**

LEVELS OF PHYSICAL ENGAGEMENT	WEIGHTED MEAN	STANDARD DEVIATION	REMARKS
1. I actively take part in the hands-on activities involved in extension services (e.g., field works, outreach programs ).	3.98	0.90	Agree
2. I feel energized and committed when engaging in physical tasks during extension service projects.	3.88	0.89	Agree
3. I regularly attend and participate in extension services that require physical presence and action.	3.82	0.89	Agree
4. I feel personally fulfilled by contributing to the community through extension services that require physical presence and action.	3.82	0.83	Agree
5. I am willing to perform physically demanding tasks in extension services regardless of the challenges.	3.81	0.90	Agree
<b>OVER-ALL</b>	<b>3.86</b>	<b>0.66</b>	<b>Agree</b>

Table 8 presents the level of engagement in the community of Barangay Bagtas, Tanza, Cavite. As a result, the study revealed that they had a very good level of engagement in terms of cognitive engagement.

Lapiz, Gary B. et al. (2021) emphasizes the need for cognitive engagement in extension services. It shows the need for cognitive engagement in extension services to address



community development needs as it strengthens the partnerships and expanding need-based extension services, showcasing how cognitive engagement is crucial for successful outcomes.

**Table 8. Community engagement in terms of cognitive engagement**

LEVELS OF COGNITIVE ENGAGEMENT	WEIGHTED MEAN	STANDARD DEVIATION	REMARKS
1. I feel emotionally connected to the community members I help during extension services	3.95	0.83	Agree
2. My involvement in extension services gives me a sense of purpose and personal fulfillment.	3.93	0.82	Agree
3. I am emotionally invested in the outcomes of the extension services projects I participate in.	3.71	0.82	Agree
4. I experience a strong sense of empathy towards the people and communities served through the university's extension programs.	3.82	0.91	Agree
5. I feel proud and happy when extension services make a positive impact on the community.	3.83	0.95	Agree
<b>OVER-ALL</b>	<b>3.85</b>	<b>0.98</b>	<b>Agree</b>

Table 9 presents the level of community engagement in Barangay Bagtas, Tanza, Cavite. Overall, the study shows that the participants had a very good level of engagement in terms of emotional engagement.

This findings was strengthened by Rubio, J., et al. (2022) found out in his study that emotional engagement is crucial for effective community development. He added that the emotional connection not only fosters a sense of purpose among the participants but also strengthens community bonds.

**Table 9. Community engagement in terms of emotional engagement**

LEVELS OF EMOTIONAL ENGAGEMENT	WEIGHTED MEAN	STANDARD DEVIATION	REMARKS
1. I actively think about how my participation in extension services can contribute to solving community problems.	3.82	0.93	Agree

2. I use the knowledge and skills I've learned in my academic courses while participating in extension services.	3.92	0.81	Agree
3. I stay mentally focused and engaged through the planning and extension services.	3.79	0.98	Agree
4. I enjoy brainstorming ideas and strategies to improve the effectiveness of extension services.	3.69	1.06	Agree
5. I reflect on how extension services help me develop critical thinking and problem-solving skills.	3.75	0.93	Agree
<b>OVER-ALL</b>	<b>3.80</b>	<b>0.72</b>	<b>Agree</b>

**3.4 Community Commitment on Extension Services-Cavite State University-Tanza Campus**

Table 10 shows the effect of community commitment on participating in extension services in terms of affective commitment. Overall, the participants agreed that affective commitment had a positive impact on actively participating in community extension services.

The result of the study can be justified by Corpuz et al., (2022) who also found out that affective commitment plays an important role in enhancing community participation in extension services. The findings indicate that participants have a high level of commitment which not only fosters a sense of belonging but also motivates continued involvement in community extension services.

**Table 10. Community commitment in terms of affective commitment**

<b>LEVELS OF AFFECTIVE COMMITMENT</b>	<b>WEIGHTED MEAN</b>	<b>STANDARD DEVIATION</b>	<b>REMARKS</b>
1. I feel emotionally attached to the community projects and the people we serve through extension service.	3.96	0.88	Agree
2. I am passionate about continuing my involvement in extension services because I care deeply about the community.	3.97	0.85	Agree

3. My connection to the community motivates me to stay involved in extension services activities.	3.80	0.75	Agree
4. I would feel a loss if I could no longer participate in extension services and the impact they make on the community.	3.57	0.96	Agree
5. I feel proud to be part of the university extension services and the impact they make on the community.	3.77	0.84	Agree
<b>OVER-ALL</b>	<b>3.81</b>	<b>0.65</b>	<b>Agree</b>

Table 11 presents the levels of community commitment among members in Barangay Bagtas, Tanza, Cavite, specifically regarding their continuance commitment to participating in extension services. The results indicate a high level of commitment, expressing a strong sense of moral obligation to continue their involvement due to community needs.

The result of the study can be strongly supported by Salazar (2020), which found that the participants of extension services often feel a strong moral obligation to engage in extension services, driven by their awareness of community needs and their perceived duty to contribute positively.

**Table 11. Community commitment in terms of continuance commitment**

<b>LEVELS OF CONTINUANCE COMMITMENT</b>	<b>WEIGHTED MEAN</b>	<b>STANDARD DEVIATION</b>	<b>REMARKS</b>
1. I feel morally obligated to continue my participation in extension services because of the community’s needs.	3.90	0.87	Agree
2. I believe it is my duty as part of the community of barangay bagtas to participate in extension services of Cavite State University - Tanza.	3.71	0.88	Agree
3. I feel that it is right to contribute to extension services that benefit the community.	3.81	0.88	Agree
4. I stay involved in extension service because I feel a sense of responsibility towards the people we serve.	3.86	0.80	Agree

5. I believe I should participate in extension services because others expect me to do so as a member of the barangay bagtas community.	3.78	0.97	Agree
<b>OVER-ALL</b>	<b>3.81</b>	<b>0.67</b>	<b>Agree</b>

Table 12 shows the level of community commitment among participants in Barangay Bagtas, Tanza, Cavite, especially focusing on normative commitment towards extension services. The findings indicate that the participants demonstrate a high level of normative commitment.

Amadea Hutabarat et al., (2024) strongly support the study’s results by mentioning that the individuals with high normative commitment feel a moral obligation to remain involved, driven by their sense of duty and the perceived benefits and contributions. This aligns with the findings presented in table 12, where participants in Barangay Bagtas express a strong normative commitment to extension services, indicating that involvement is influenced by the significant time and effort they have invested.

**Table 12. Community commitment in terms of normative commitment**

LEVELS OF NORMATIVE COMMITMENT	WEIGHTED MEAN	STANDARD DEVIATION	REMARKS
1. I continue participating in extension services because I have invested significant time and effort into it.	3.91	0.88	Agree
2. I stay involved in extension services because it would be difficult for me to replace the opportunities and experiences they provide.	3.71	0.91	Agree
3. I feel that the benefit I gain from participating in extension services outweigh the time and energy I invest.	3.67	0.84	Agree
4. I continue with extension services because stopping now would feel like a waste of the work I have already put in.	3.58	0.96	Agree
5. I am committed to extension service because I would lose valuable learning and networking opportunities if I stopped.	3.58	0.96	Agree
<b>OVER-ALL</b>	<b>3.69</b>	<b>0.72</b>	<b>Agree</b>

**3.5 Relationship of Community Commitment on Engagement and Motivation on Extension Services**

Table 13 shows the significant relationship between the level of commitment in extension services, as perceived by the participants, and the level of motivation in extension services. Specifically, it examines the relationship between affective, continuance, and normative commitment when correlated with the level of motivation. Using Pearson’s r analysis, the results of the study indicate that the p-value for both intrinsic and extrinsic motivation is 0.000. Since this p-value is below the significance threshold of 0.05 ( $p < 0.05$ ), the null hypothesis is rejected. This indicates that there is a significant relationship between the level of commitment in terms of affective, continuance, and normative commitment in extension services, as perceived by the participants, and their level of intrinsic and extrinsic motivation toward extension services.

According to Siegelin et al. (2020), there is a strong positive correlation between job satisfaction and career commitment among extension professionals, demonstrating that higher job satisfaction leads to greater commitment and motivation toward their roles. This in turn boosts their overall performance and effectiveness in extension services. Similarly, Van den berg (2010), highlighted that intrinsic motivation positively correlates with higher levels of affective commitment, with work engagement acting as a key mediator. These findings emphasize that when extension workers are motivated, they are more committed to their tasks, resulting in enhanced performance and improved outcomes. Collectively, these studies justify that fostering both motivation and commitment in extension services leads to positive results, contributing to better service delivery and community impact.

**Table 13. Significant relationship between the level of commitment to level of motivation in extension services**

Variables		Correlation Coefficient	Relationship	P value	Decision	Conclusion
Affective Commitment	Intrinsic motivation	0.666	Strong	0.000	Reject Ho	Significant
	Extrinsic motivation	0.723	Strong	0.000	Reject Ho	Significant
Continuance Commitment	Intrinsic motivation	0.544	Moderate	0.000	Reject Ho	Significant
	Extrinsic motivation	0.637	Strong	0.000	Reject Ho	Significant
Normative Commitment	Intrinsic motivation	0.555	Moderate	0.000	Reject Ho	Significant
	Extrinsic motivation	0.634	Strong	0.000	Reject Ho	Significant

**Variables associated to Motivation**

**If P value < 0.05 : Reject Ho**

Table 14 shows the significant relationship between the level of commitment in extension services, as perceived by the participants, and the level of engagement in extension services. Specifically, it examines the relationship between affective, continuance, and normative

commitment when correlated with the level of engagement. Using Pearson’s r analysis, the results of the study indicate that the p-value for physical, cognitive, and emotional engagement is 0.000. Since this p-value is below the significance threshold of 0.05 ( $p < 0.05$ ), the null hypothesis is rejected. This suggests that there is a significant relationship between the level of commitment, in terms of affective, continuance, and normative commitment, in extension services, as perceived by the participants, and their level of physical, cognitive, and emotional engagement in extension services.

Sierto and Navarro (2023), found that faculty members with higher levels of commitment were more actively engaged in extension activities, showing a positive link between commitment and engagement. Similarly, Mavhungu (2019), highlighted that extension workers with strong motivation and commitment exhibit higher self-efficacy, leading to greater physical, cognitive, and emotional engagement. Committed extension workers are more proactive and emotionally invested in their roles, which enhances service quality. These findings suggest that fostering commitment in extension organizations can significantly boost employee engagement, leading to improved outcomes in community service.

**Table 14. Significant relationship between the level of commitment to level of engagement in extension service**

	Variables	Correlation Coefficient	Relationship	P value	Decision	Conclusion
Affective Commitment	Physical engagement	0.674	Strong	0.000	Reject Ho	Significant
	Cognitive engagement	0.696	Strong	0.000	Reject Ho	Significant
	Emotional engagement	0.625	Strong	0.000	Reject Ho	Significant
Continuance Commitment	Physical engagement	0.509	Moderate	0.000	Reject Ho	Significant
	Cognitive engagement	0.609	Strong	0.000	Reject Ho	Significant
	Emotional engagement	0.583	Moderate	0.000	Reject Ho	Significant
Normative Commitment	Physical engagement	0.526	Moderate	0.000	Reject Ho	Significant
	Cognitive engagement	0.583	Moderate	0.000	Reject Ho	Significant
	Emotional engagement	0.719	Strong	0.000	Reject Ho	Significant

*Variables associated to Engagement*

*If P value < 0.05 : Reject Ho*

### 3.6 Proposed Enhancement Plan on Extension Services-Cavite State University-Tanza Campus

Table 15 presents the study proposed enhancement plan for the extension services of Cavite State University-Tanza Campus, specifically designed to address the community's

needs in Barangay Bagtas, Tanza, Cavite. The plan aims to strengthen participants' motivation, engagement, and commitment through various programs and strategies aligned with personal values, community goals, and long-term benefits. The table shows the following:

**Table 15. Proposed Enhancement Plan on Extension Service**

STRATEGY TITLE	STUDY FINDINGS	PURPOSE	TAPPED DOMAIN	TIMELINE	IMPLEMENTATION
<b>ALIGN:</b> Advancing Learning Incentives and Growth by Integrating Need in Extension Services	The study found that extrinsic motivators, such as academic credits and incentives, are effective in initiating participation but often lack the staying power needed for sustained involvement. However, intrinsic motivators, such as peer influence, personal development, and a sense of purpose, contribute significantly to maintaining engagement overtime.	Enhance the Intrinsic and Extrinsic Motivation	Motivation	All throughout the year	The plan will be implemented by aligning program structures with both student needs and the goals of extension services. Incentive-based campaigns will run alongside intrinsic engagement strategies, combining academic rewards with recognition for intrinsic contributions, such as "Community Impact Awards" or "Leadership in Action" certificates, to enhance overall motivation with periodic evaluation to ensure that both motivation types are integrated effectively. Continuous feedback loops will help adapt the approach to sustain participation and deepen the impact of extension services. Showcasing real-life stories of how extension services benefit individuals and communities, inspiring deeper engagement and commitment.
<b>IMPROVE:</b> Increasing Physical Readiness and Overcoming Various Engagement challenges	The study found that while participants are willing to engage in fieldwork, they face challenges with physically demanding tasks. Long-term involvement is not driven by physical engagement alone, as participants feel disconnected to the community but lack emotional investment in outcomes. Although cognitive engagement is valued, there is limited enthusiasm for generating ideas to improve services. Emotional engagement remains essential for achieving success.	Enhance the Physical, Cognitive, and Emotional Engagement	Engagement	All throughout the year	To improve engagement in extension services, interactive activities can be added to encourage participation, such as rewarding physically demanding tasks with prizes to make them more appealing. Showing the real-world impact of participants' efforts can help them connect more deeply with the project's outcomes. Collaborative activities, where participants work in pairs or groups, may also encourage the sharing of ideas and strategies. Providing regular feedback can ensure continuous improvement and adapt to participants' needs effectively.
<b>Passion for Progress:</b> Cultivating Enthusiasm for Community Development	The study findings shows that affective, continuance and normative commitment has a significant role in participating extension services. Driven by the passion for the community, sense of moral obligation and the investment of time and effort in these activities.	Enhance the Affective, Continuance, Normative Commitment	Commitment	All throughout the year	The following plan will be implemented in line with the existing extension services of Cavite State University Tanza campus, aligning with its initial objectives. We propose incentive-based activities that will ensure participants are fully committed to attending the extension services. These activities will benefit the members of Barangay Bagtas, Tanza, by integrating prizes for completing the extension services and offering incentives to drive further commitment. Additionally, we will provide members with incentive-based objectives for participating in the extension services, such as gifts, raffles, and certificates upon completion. Furthermore, bringing the extension services to online platforms that can be easily accessed by the community members will not make them feel at loss in not attending the seminars that require their presence.

**4.0 CONCLUSIONS AND RECOMMENDATION**

The study determined the significant relationship between community motivation, commitment and engagement in extension services. Based on the findings, the following conclusions were drawn:



1. Most participants are young adults, single, female, and college undergraduates are more focused on personal and career growth. Thus, the participants generating a low income amount reflects family support or entry-level jobs. On the other hand, skills development is the most common activity with most attendees. This suggests the participants are balancing their studies or work while attending extension services for career growth.
2. Most participants feel personally motivated by extension services, finding them rewarding on a personal level. However, those who are more driven by external factors tend to participate because it helps boost their career prospects, offering extra rewards for their involvement.
3. Participants generally felt actively involved in extension services, with many using the skills they've gained through their academic studies. Most importantly, they expressed a strong emotional connection to the communities. This emotional bond seems to not only give participants a deeper sense of purpose but also helps strengthen the relationships within the community.
4. Commitment in extension services is essential for sustaining participation and maximizing impact. Participants exhibited an affective commitment, they fostered more emotional connection to the community, while ensuring dedication due to time and effort invested, this resonates to being continuancely committed. Most of the participants also have a driving sense of responsibility to meet community needs, making them normatively committed to extension services.
5. The study found a positive correlation between community commitment and motivation levels in extension services, indicating that participants are inclined to contribute to more effective and impactful extension programs and so between the levels of commitment and the levels of engagement in extension services. The participants positively demonstrate a strong relationship between the two levels of variables which are essential for the effective delivery of services. Enhancing motivation, dedication, and alignment with service objectives can significantly increase engagement, leading to long-term success and a broader impact of extension services.
6. The Proposed Enhancement Plan on Extension Services for Cavite State University-Tanza Campus aims to improve motivation, engagement, and commitment through year-round programs. The A.L.I.G.N strategy integrates rewards and motivational campaigns to inspire participation. While the I.M.P.R.O.V.E strategy uses interactive activities and collaboration to build engagement and emotional investment, the strategy that fosters commitment through innovative community projects and resource-based incentives like training, certificates, and support would be the PASSION for Progress strategy. These initiatives address barriers, encourage involvement, and ensure long-term community benefits.

Based on the conclusions above, the following recommendations are made:

1. The study recommends implementing strategies to enhance participants' motivation, engagement, and commitment in extension services. To strengthen intrinsic motivation, programs should align with personal values and provide tangible benefits, such as certificates, recognition, and career opportunities. Research indicates that intrinsic

motivators, like personal fulfillment, significantly influence community participation, while extrinsic rewards, such as acknowledgment and tangible outcomes, enhance long-term engagement (Abecasis, 2023).

2. To enhance engagement, hands-on activities like community clean-ups and health drives should be prioritized, alongside reflective discussions and mentorship programs to deepen emotional connections. Effective community engagement strategies include offering leadership roles and cultivating committee leaders, which can boost participation and foster a sense of ownership among members (Leech, 2024).
3. Commitment can be boosted by fostering a sense of belonging, emphasizing long-term benefits, and reinforcing the moral value of service. Creating a community engagement strategy that includes a diverse range of engagement methods and recognizes the unique strengths and values of each participant is essential for meaningful involvement (Fillet, 2024).
4. Tailored programs should target the dominant demographic, focusing on accessible, cost-effective initiatives like skills development and career readiness to address community needs effectively. Understanding the community's unique characteristics and needs is crucial for developing impactful engagement strategies. (PennState College of Agriculture and Sciences, n.d).
5. By implementing these recommendations, extension services such as Cavite State University-Tanza can enhance motivation, engagement, and commitment among participants, leading to more effective and sustainable community involvement.

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