EVALUATION OF THE COMMUNITY OUTREACH ACTIVITIES OF A SELECTED HIGHER EDUCATION INSTITUTION IN CAVITE : BASIS FOR A COMMUNITY EXTENSION SERVICES PLAN

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ABSTRACT

The purpose of the study was to evaluate the community outreach activities of a selected Higher Education Institution (HEI) in the level of awareness, implementation, and engagement of the three group of respondents, the selected College students of the College of Arts and Sciences and the College of Education, the Faculty, staff and Administrator and the selected residents of the adopted community of the university. It used an quantitative-descriptive design. A three-part self-made questionnaires were given to the respondents. Both descriptive and inferential measures were utilized in the treatment of data such as frequency count, percentage, mean, ranking, analysis of variance, and applicable multiple comparisons or post-hoc tests. The analysis of variance manifested a significant difference among the three respondents in the three areas of concerns, namely, the level of awareness, implementation, and engagement. The post hoc analysis further showed the group of faculty, staff and administrator caused the significant difference to the two other groups of respondents. A Community Extension Services Plan was developed to address this issue that will cater to more collaborative extensions services of the university.

Keywords: *Community Outreach, Community Extension Services, Program Evaluation, Higher Education Institution (HEI), Community Development, Cavite, Philippines*

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1. Introduction

The Republic Act 7722 mandates institutions of higher learning to respond to the call for social transformation. This mandate is geared to serve the poorest of the poor, the least privileged, the deprived and the oppressed as cited in Elman (1998). Bidad and Camposano (2010) studied the Community Extension Services of SUCs in Region IX. They believe that community extension program offered by the SUC's will primarily boost the security of livelihood, alleviate suffering, reduce illiteracy , improve health and nutrition , create a system of governance that will promote, support and sustain human development and protect and preserve the environment. They further advance that the programs will help the poor by empowering their minds, body and resources, to augment their voice and will make the government attuned to their needs, aspirations that will eventually create a better participation. This empowering endeavors, according to them, will enable good governance increase an opportunity for them to participate in the decision making, institution building, and social life.

Moreover, Nasution (2006) highlighted the performance of trilogy function of higher education in selected NOCEI-member of Higher Education Institution in the CALABARZON Provinces especially on community extension. Nasution recognized that the HEIs role is to become an agent of development for the nation, hence, it must seek to educate and interact with the community in terms of the trilogy of higher education. However, Nasution pointed out the priority was given to (1) teaching and to a certain extent to (2) research leaving (3) community extension service receiving less importance. Bowen & Fincher (1996), considered education as part of the trilogy on the teaching and learning function, should embrace not only the formal academic curricula but also influences among students that came about from association with peers and faculty members from the varied experiences of campus life. Hence, the teaching and learning experiences should not only be limited to the classroom but also provides opportunities for a broader non-academic relationships and experiences. This initiative requires a capable management for an institution to advance to a higher learning activities. Runnery as cited by Nasution (2006), forwarded the need for effective leadership through the development of educational goals. Nasution believes that leaders must respond to the challenges on building up cooperative participation in order to develop and legitimize attainable goals and objectives for the community. Furthermore, the development of educational goals and objectives of higher education institution should always be integrated with the community needs.

To this end, the administrators, faculty, staff and students of a Higher Education Institution are expected to exercise this three-fold mandate not only in teaching and research but also in their community extension program and activities. However, the present activities of the community extension program for the Colleges of Arts Science and Education are limited to the one initiated by classes of the Filipino Christian Living of the university. The role of the teachers also was also limited to accompanying the students' exposure and immersion to the community. The absence of the detailed program for the College of Arts, Science and Education interest the research to evaluate the program.

As a faculty member of the College of Arts, Sciences and Education, particularly handling Filipino Christian living classes, the researcher decided to focus his study on the evaluation of the department's community outreach activities with the view of developing an Community Extension Services Program.
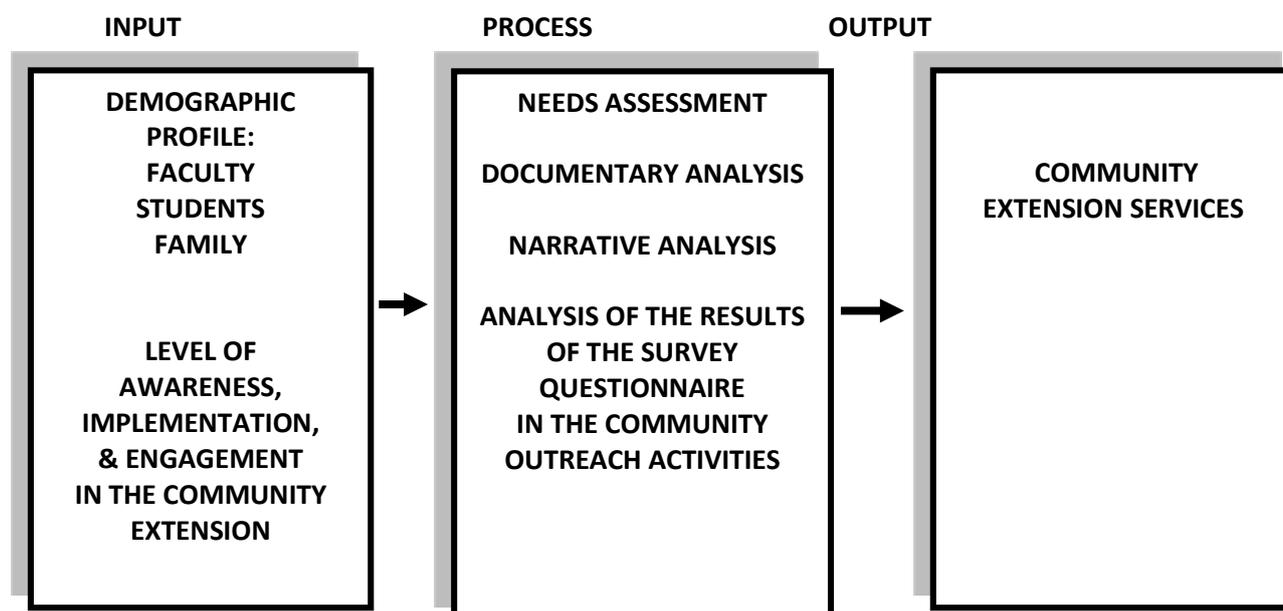
2. Framework

INPUT	PROCESS	OUTPUT

<table>
<tr>
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DEMOGRAPHIC PROFILE:
FACULTY
STUDENTS
FAMILY

LEVEL OF AWARENESS, IMPLEMENTATION, & ENGAGEMENT IN THE COMMUNITY EXTENSION

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<td>

NEEDS ASSESSMENT

DOCUMENTARY ANALYSIS

NARRATIVE ANALYSIS

ANALYSIS OF THE RESULTS OF THE SURVEY QUESTIONNAIRE IN THE COMMUNITY OUTREACH ACTIVITIES

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COMMUNITY EXTENSION SERVICES

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Figure 1. The Paradigm of the Study

3. Objectives of the Study

The researcher aimed to evaluate the community outreach activities of a selected Higher Education Institution (HEI) in Cavite, in the level of awareness, implementation, and engagement of the three group of respondents: the selected College students of the College of Arts and Sciences and the College of Education, the faculty, staff and administrator, and the selected residents of the adopted community of the university.

4. Methodology

The study evaluated the community outreach program of the College of Arts, Sciences and Education using Quantitative-Descriptive research. It focuses on the present situation (what is) and in providing facts, essential knowledge about the nature of objects and persons in which scientific judgment will be based, and for a closer observation into the practices, method and procedure (Calmorin, 2010). The evaluation centered on the level of awareness, implementation and engagement of the stakeholders (students, faculty and the residents of the adopted community) in line with the university's vision-mission, goals and objectives in the area of community outreach program.

The respondents of the study were composed of twenty (20) faculty members(fulltime and part time) , one hundred-two (102) students and thirty (30) selected families of the adopted community selected using purposive sampling. For Quantitative data analysis, both descriptive and inferential measures were utilized in the treatment of data gathered from the self-made questionnaire including frequency count, percentage, mean, ranking, analysis of variance, and applicable multiple comparisons or post-hoc tests. For the Qualitative data analysis gathered from group discussion, unstructured interview and documentary analysis , coding and memoing were used to analyze the data.

The self made questionnaire used was composed of three parts. The first part of the survey questionnaire is Profile Data. This section of the questionnaire consist of the personal data of the three groups of respondents The second part of the survey questionnaire contains the seven identified needs of the community especially in the College of Education termed as indicators (1) Reading Comprehension ; (2) Basic Writing Skills; (3) Mathematical Literacy ;(4) Alternative Learning System, and in the College of Arts and Sciences (Psychosocial Intervention) termed as indicator : (5)Value Formation; (6)Personality Development; and (7) Leadership Skills .

The third part focused on the indicators of the Community Outreach Program This section is divided into three groups: level of awareness, level of implementation and level of engagement. Each group has 6 item each. On the level of awareness, implementation, and engagement of the three group of respondents, the following indicators were used: 1)Conducts orientation relative to the Philosophy, Vision and Mission; 2) Distributes invitation every time there is an activity; 3) Conducts community needs analysis to determine its program services; 4) implements different services /activities that responds to the needs of the adopted community; 5) holds regular evaluation of its services for the improvement of the program; and 6)conducts research using community based data.

The respondents answered the checklist using the scale patterned from 4-point Likert Scale as shown below.

Table 1.

4-Point Likert Scale on the Program Needs of the Community as Needed and Responded by the CAS/E Community Outreach Program

Statistical Limit	Scale	Qualitative Descriptive	
3.50-4.00	4	Very Much Needed/Responded	VMN/R
2.50-3.49	3	Moderately Needed/Responded	MN/R
1.50-2.49	2	Slightly Needed/Responded	SN/R
1.00-1.49	1	Not Needed/Responded	NN/R

5. Results and Findings

The demographic profile showed that majority of the students respondents were female, 17-20 years old, and taking BS Education course. For the faculty respondents, majority of them were 41 years old and above and have a Masters Degree and stayed in the university for 3-5 years and 6 years and above. The majority community respondents were high school graduates and were scavenging/ garbage collector while majority are plain housewives and have 1-3 children per family.

Given the indicators of on the needs of the adopted community, namely,   1) Reading Comprehension; 2) Basic Writing Skills; 3) Mathematically Literacy; and 4)Alternative Learning System 5) Value Formation; 6) Personality Development ; and 7) Leadership Skills, the community respondents rated indicator 5 "Value Formation" as Very Much needed with a mean score of 3.77 and indicator 4 " Alternative Learning System" with a mean score of 3.47 as Moderately needed. The

faculty respondents rated indicator 5 "Value Formation" as very much rated with a mean rating of 3.90 as the highest need and indicator 4 "Alternative Learning System" as moderately needed with a mean rating of 3.25 as the lowest score. The student respondent rated indicator 5 "Value formation" as very much needed with the highest mean score of 3.68 and indicator 2 "Mathematical Literacy" as moderately needed with the lowest mean score of 3.20.

This finding conforms to the observation of the International Center for Peace and Development on the importance of value formation and education. According to the article, attitude, understanding and values of the individual can be the basis of one's accomplishment. However, formal education have put lesser emphasis on attitudes and the psychological values that a person needs for others skills to be successful that made the overall effectiveness of the person limited. Moreover, it emphasized that a person's values are potential for success because it directs the use of psychological energy for personality. Hence, high values are needed in order for a person to attain the highest level of accomplishment. In this regard, the process of value formation should be totally understood. (International Center for Peace and Development, 2016)

The results also revealed that the most responded need according to the community respondents is indicator 6 "personality development" with the highest mean rating of 3.70 and the least responded need is indicator 4 "Alternative Learning System" with the least mean rating of 3.1. The faculty respondents gave the highest mean rating of 3.00 to indicator 5 " Values Formation" as most responded need and rated least the indicator 4 "Alternative Learning System" with the mean of 2.60. The students respondents rated indicator 1 "Reading Comprehension: as the most responded need with a mean rating of 3.40 and indicator 3 "Mathematical Literacy" as the least responded need with a mean rating of 3.05.

Moreover, three groups of respondents rated indicator 1 "Conducts orientation relative to the Philosophy, Vision and Mission" with the highest mean rating of 3.17 in the level of implementation and rated indicator 3 "Conducts community needs analysis to determine its program services" with the least mean rating of 2.81. On the level of implementation, the three groups rated indicator 1 "Conducts orientation relative to the Philosophy, Vision and Mission" 3.18 as the highest mean and rated indicator 2 "Distributes invitation every time there is an activity" and rated indicator 3 "Conducts community needs analysis to determine its program services" with the least mean rating of 2.92 as moderately implemented. In the level of engagement, three groups of respondents rated indicator 1 "Conducts orientation relative to the Philosophy, Vision and Mission" with the highest mean rating of 3.13 as Moderately engaged and indicator 2 "Distributes invitation every time there is an activity" with the least mean rating of 2.85.

Furthermore, the result also showed that all indicators among the three respondents on the level of awareness, implementation and engagement are significant. Thus, the null hypothesis that there is no significant differences among the three respondents on the level of awareness, implementation and engagement is rejected.

Table 2: Differences in the level of Awareness, Implementation and Engagement Among the Three Respondents

INDICATORS (LEVEL OF AWARENESS)			
	F	Sig	I
1. Conducts orientation relative to the Philosophy, Vision and Mission	4.853	.009	Significant
2. Distributes invitation every time there is an activity	13.530	.000	Significant
3. Conducts community needs analysis to determine its program services	15.433	.000	Significant
4. implements different services /activities that responds to the needs of the adopted community.	6.973	.001	Significant
5. holds regular evaluation of its services for the improvement of the program	5.581	.005	Significant
6. conducts research using community based data.	10.839	.000	Significant
(LEVEL OF IMPLEMENTATION)			
1. Conducts orientation relative to the Philosophy, Vision and Mission	5.535	.005	Significant
2. Distributes invitation every time there is an activity	11.538	.000	Significant
3. Conducts community needs analysis to determine its program services	9.998	.000	Significant
4. implements different services /activities that responds to the needs of the adopted community.	8.880	.000	Significant
5. holds regular evaluation of its services for the improvement of the program	13.567	.000	Significant
6. conducts research using community based data.	9.571	.000	Significant
(LEVEL OF ENGAGEMENT)			
1. Conducts orientation relative to the Philosophy, Vision and Mission	3.395	.036	Significant
2. Distributes invitation every time there is an activity	6.324	.002	Significant
3. Conducts community needs analysis to determine its program services	10.931	.000	Significant
4. implements different services /activities that responds to the needs of the adopted community.	6.864	.001	Significant
5. holds regular evaluation of its services for the improvement of the program	7.507	.001	Significant
6. conducts research using community based data.	15.993	.000	Significant

*significant at $\alpha = 0.05$

6. Conclusions and Recommendations

The discrepancies on the level of awareness, implementation and engagement of the three groups of respondents can be attributed to the absence of the concrete plan of the Community Extension Services of the selected Higher Education Institution in Cavite. The researcher, therefore, recommends to adopt the output of this study, the Community Extension Services Plan. In particular, the faculty members of both departments, College of Arts and Sciences and the College of Education, should be more involved in the extension program activities. This can be done through incorporation and integration of the Community Extension Activities in the core and minor subjects as part of the requirement of the course. A separate activities for all faculty, administrator and staff can also be organized and incorporated in the annual activity of both departments.

Moreover, an annual needs analysis of the adopted community should be done regularly for evaluation purposes. This will be the basis for the development or enhancement of the current program to continually respond to the needs of the community.

Lastly, research studies should also be conducted using the needs analysis results. This can be incorporated or integrated in the Research Department Program on the faculty of the department.

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