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RESEARCH ARTICLE

STUDENTS' INVOLVEMENT IN COMMUNITY EXTENSION SERVICE: THE BENEFITS AND CHALLENGES

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ABSTRACT

The study was designed to investigate if there existed a significant difference in the assessment of the level of participation, benefits and challenges encountered in participating community extension program when grouped according to profile variables. A total of 185 were selected as the respondents using stratified proportionate sampling. The study utilized the quantitative technique wherein the data was analyzed using different statistical tools such as frequency, percentage, weighted mean, and Analysis of Variance. The finding of the study revealed that no significant difference existed in the level of participation when grouped according to age. However, a significant difference existed in the problems encountered by the students in terms of funds and location at 0.05 level of significance when grouped according to sex. Further, a significant difference existed in the level of participation (p-value = 0.000); benefits in terms of recognition and appreciation (p-value = 0.013) and personality (p-value = 0.023); and, problems encountered by the students in terms of location (p-value = 0.013) at 0.05 level of significance when the students are grouped according to year level.

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INTRODUCTION

State Universities and Colleges (SUCs) are mandated to provide quality formal and non-formal education through their four fold functions, namely: instruction, research, extension, and production. In the four fold-functions, instruction is enriched by research and extension engagements; while instruction supports, through complementation both research and extension. On the other hand, production results from the output of research and extension (Ammakiw, 2013). Of the four-fold functions of SUCs, extension is an important component for improving higher education through field exposures of both teaching staff and students. The Commission on Higher Education (CHED) has defined extension as the act of communicating, persuading and helping specific sectors and target clientele to enable them to effectively improve production, community and/or institutions, and quality of life (Mojares, 2015). Further, it is a directional and purposive process of bringing relevant education to the people, a dynamic process of diffusion. This requires that an extension work should be defined as well-planned program of bringing result of research and technology to the rural people to help them solve their problems of production. It is a democratic and cooperative endeavor among many agencies and groups designed to provide the clientele with the latest scientific information (Ammankiw, 2013). The Northern Negros State College of Science and Technology (NONESCOST) is a state college created in 1998 through Republic Act No. 8448,

authored by Congressman Alfredo G. Maranon, Jr. It started as a Barangay High School and later was made a Branch of the Iloilo State of College of Fisheries (ISCOF). It has four campuses, namely: Old Sagay (Main), Escalante City, Cadiz City, and Calatrava –Laga-an. The college has 48 teaching and 23 non-teaching permanent personnel, 170 contracts of service faculty, 65 job orders and 17 clinical instructors handling the average of 4,050 trending enrollment every semester (NONESCOST Roadmap and HR Plan 2020). It has graduate and undergraduate academic programs in the fields of education, arts and sciences, agriculture, fishery, information technology, criminology, nursing, and HRM. Over the last 18 years, the college commitment toward producing high-quality graduates and relevant research and extension activities and programs has been enduring (Lausa, 2018). NONESCOST is a learning institution which has an integrated educational institution namely: instruction, research, extension and production are linked harmoniously to produce meaningful learning. The institutions together with the different academic departments, research and extension office, faculty and staff, and students have been involved in providing community extension to the community. It is the mission of the Extension Services Office of NONESCOST to develop a community by helping people to uplift not only the standards of living of those deprived but also to provide greater impact to the character and values of the students and employees who take part on this worthy undertaking. The development of the community is a dynamic process involving all segments of the

locality including the often-overlooked youth population. The key component of this process is found in the creation and maintenance of channels of interaction and communication among diverse local groups that are otherwise directed toward their more individual interest (Rubio *et al.*, 2015). Thus, this study was conducted to fully understand the community extension programs of the college and to realize the important role the students play in the implementation of the extension programs.

Objectives of the Study

This study focused on the assessment of the involvement to community extension program of the Hospitality Management Department. Specifically, (1) it aimed to present the profile of respondents in terms of age, sex, and year level ; (2) assessed the level of participation of students to community extension service of Hospitality Management Department; (3) determined the benefits in participating community extension programs of the department in terms of recognition and appreciation, personality, and social awareness ; (4) identified the challenges encountered by students in participating the community extension programs; and (5) test if there existed significant difference on the assessment of level of participation, benefits and challenges encountered in participating community extension program of the department when grouped according to profile variable.

MATERIALS AND METHODS

The descriptive research method was used since the study primarily aims to determine the level of participation of the students, the benefits and challenges encountered in participating community extension. The participants of the study were the students of the Hospitality Management of the College of Business and Management of NONESCOST. A total of 185 were selected to be the respondents of the study. The respondents were chosen based on the objective of the study and were distributed proportionally according to year level using stratified proportionate sampling. To gather essential information, the researcher employed a modified questionnaire. The questionnaire is composed of four parts. Part I included the profile of respondents in terms of age, sex and year level. Part II assessed the level of participation of students to community extension program of Hospitality Management. Part III determines the benefits in participating community extension programs of the department. Part IV identified the challenges encountered by students in participating the community extension programs. The questionnaire was distributed and administered by the researcher personally. The respondents were given adequate time to answer the questionnaire. The questionnaire was provided with instructions for the respondents to completely and thoroughly answer the questions. These questionnaires were retrieved after an hour and then made ready for tabulation and analysis. After the data were collected, the researcher treated it into an order and form that allows statistical tabulation and facilitates analysis and interpretation. Different statistical treatment was used for each objective of the study. Frequency count and percent frequency were used to present the profile of the respondents. Weighted mean was used to determine the level of participation and benefits of joining the different community extension programs of the department. The same tool was used to identify the challenges encountered in joining such program. On the other hand, Analysis of

Variance (ANOVA) was used to evaluate if there is an existing significance in the difference of the assessment of community extension program of the Hospitality Management if grouped according to profile variable. All data was treated using the SPSS software.

RESULTS AND DISCUSSION

Table 1 shows that in terms of age, 61.1 % of the respondents are 20 years old and below; while, 38.9% are above 20 years old. Further, majority of the respondents are female with a percent frequency of 63.2%. In terms of year level, most of the respondents are 1st year (36.8%); followed by the 2nd year and 4th year (both 23.2%); and, lastly by 3rd year (18.4%). The results in Table 2 indicate that generally, the level of participation of Hospitality Management students in the community extension program of its department is moderate based on the obtained mean of 3.38 with a standard deviation of 0.6061. In terms of age, students above 20 years old obtained a higher mean (3.43) compared to those who are 20 years old and below (3.35). But, both age groups have a moderate level of participation. Moreover, when the students are grouped according to year level, the results signify that the 4th year has a high level of participation with a mean of 3.70 and the rest have a moderate level of participation with means of 3.44 (1st year), 3.20 (3rd year) and 3.12 (2nd year).

Table 3 reveals that the students perceived recognition and appreciation as moderately beneficial with a mean of 3.44. Further, both male and female students also exhibit a moderate level of participation with males obtaining a higher mean compared to females (3.42 and 3.36, respectively). Further, the topmost benefit experienced by the students in participating to community extension programs is that it helped them improve their self-worth and everyday living with a mean of 3.50. Next in rank is that it helped them develop their leadership skills and that they are given recognition, both with an obtained mean of 3.44. Also, participation to community extension services help students became more productive and capable of making decisions with a mean of 3.42 and it enabled them to become competent and reliable with a mean of 3.39. In terms of personality, table 4 shows that the students perceived it as moderately beneficial with a mean of 3.36. Based on the obtained means the following are perceived as the most and the least beneficial by the students: first, participation to community extension program enabled them to gain trust in their decisions in life (3.48); second, desired outcomes had been achieved (3.43); third, it helped them reflect what they have done (3.36); fourth, it awakened their spirit of volunteerism (3.29); and, lastly it helped them boost their confidence (3.25). All of these means are interpreted as moderately beneficial. The result in Table 5 indicates that the students perceived social awareness as moderately beneficial. It is worthy to mention that the benefit first in the rank is that members interact primarily to exchange information and to communicate with a mean of 3.51 interpreted as highly beneficial. The rest of the benefits are perceived by the students as moderately beneficial with community extension programs providing insights into the factors most directly shaping youth attitudes and involvement in their communities as the last in the rank with a mean of 3.37. The result in Table 6 signifies that participation to community extension programs is perceived by the students as moderately beneficial in terms of unity with an obtained mean of 3.41.

Table 1. Profile of the respondents

	Variables	Frequency	Percent Frequency
Age	20 years old & below	113	61.1
	above 20 years old	72	38.9
Sex	Male	68	36.8
	Female	117	63.2
Year Level	1 st Year	65	35.1
	2 nd Year	43	23.2
	3 rd Year	34	18.4
	4 th Year	43	23.2

Table 2. Level of participation of students to community extension program

	Variables	Mean	Standard Deviation	Verbal Interpretation
Age	20 years old & below	3.35	0.6033	Moderate
	above 20 years old	3.43	0.6111	Moderate
Sex	Male	3.42	0.6546	Moderate
	Female	3.36	0.5777	Moderate
Year Level	1 st Year	3.44	0.4485	Moderate
	2 nd Year	3.12	0.6165	Moderate
	3 rd Year	3.20	0.5314	Moderate
	4 th Year	3.70	0.6700	High
Grand Mean		3.38	0.6061	Moderate

Table 3. Benefits in participating to community extension programs in terms of recognition and appreciation

	Benefits	Mean	Standard Deviation	Verbal Interpretation	Rank
	Extension workers are given recognition.	3.44	0.7430	Moderate	2.5
	The students are competent and reliable.	3.39	0.7530	Moderate	5
	It helps to improve their self-worth and everyday living.	3.50	0.8150	Moderate	1
	The students become more productive and capable of making decisions.	3.42	0.7830	Moderate	4
	It helps the students to develop their leadership skills.	3.44	0.7580	Moderate	2.5
	Grand Mean	3.44	0.6532	Moderate	

Table 4. Benefits in participating to community extension programs in terms of personality

	Benefits	Mean	Standard Deviation	Verbal Interpretation	Rank
	It helps me to reflect to my doings.	3.36	0.7470	Moderate	3
	It helps me boost my confidence.	3.25	0.7630	Moderate	5
	I gain trust to my decisions in life.	3.48	0.8410	Moderate	1
	It awakens the spirit of volunteerism in me.	3.29	0.8080	Moderate	4
	My desired outcomes are achieved.	3.43	0.9070	Moderate	2
	Grand Mean	3.36	0.6708	Moderate	

Table 5. Benefits in participating to community extension programs in terms of social awareness

	Benefits	Mean	Standard Deviation	Verbal Interpretation	Rank
	It provides insights into the factors most directly shaping youth attitudes and involvement in their communities.	3.37	0.7110	Moderate	5
	It helps to understand different characters and personalities.	3.41	0.7820	Moderate	3.5
	It helped in promoting cleanliness to the surroundings.	3.46	0.8010	Moderate	2
	It helps to prevent and not to be indulged with vices.	3.41	0.8170	Moderate	3.5
	Members interact primarily to exchange information and to communicate.	3.51	0.7880	High	1
	Grand Mean	3.43	0.6402	Moderate	

Table 6. Benefits in participating to community extension programs in terms of unity

	Benefits	Mean	Standard Deviation	Verbal Interpretation	Rank
	Group processes has been improved.	3.37	0.7410	Moderate	4
	Community knowledge of and involvement with group has increased.	3.37	0.7490	Moderate	4
	It helps to develop the spirit of obedience and respect.	3.49	0.7810	Moderate	1
	Members work together on complimentary goals.	3.43	0.7640	Moderate	2
	Members interact primarily to exchange information and to communicate.	3.37	0.7980	Moderate	4
	Grand Mean	3.41	0.6445	Moderate	

Table 7. Extent of benefits in participating to community extension programs in general

	Benefits	Mean	Standard Deviation	Verbal Interpretation
	Recognition and Appreciation	3.44	0.6532	Moderate
	Personality	3.36	0.6708	Moderate
	Social Awareness	3.43	0.6401	Moderate
	Unity	3.41	0.6445	Moderate
	Grand Mean	3.41	0.5397	Moderate

Table 8. Challenges encountered in participating to community extension programs in terms of funds

Challenges	Mean	Standard Deviation	Verbal Interpretation	Rank
Budget for notarization of waiver is not provided.	3.08	0.8040	Moderate	5
Budget for transportation fee is not provided.	3.11	0.8960	Moderate	4
Budget for foods/drinks is not provided.	3.16	0.8550	Moderate	3
Budget for materials/logistics is not provided.	3.24	0.8650	Moderate	1
There is no fund raising to cover the expenses.	3.18	0.9610	Moderate	2
Grand Mean	3.15	0.7171	Moderate	

Table 9. Challenges encountered in participating to community extension programs in terms of location

Challenges	Mean	Standard Deviation	Verbal Interpretation	Rank
Safety of the place is not observed.	3.31	0.8070	Moderate	4
The distance of the location is too far from the school.	3.33	0.8300	Moderate	3
The precautionary measures are not conducted before the participants proceed to the given location.	3.29	0.8000	Moderate	5
The location does not correspond to what Community Extension program will be conducted.	3.34	0.8770	Moderate	1.5
Weather is not well to conduct community extension program.	3.34	0.8390	Moderate	1.5
Grand Mean	3.32	0.7223	Moderate	

Table 10. Significant Difference in level of participation, benefits and problems encountered by the students when they are grouped according to age using Independent t-test (20 years and below, n = 113; above 20 years old, n = 72)

Variables	Age				t	df	Sig.	Interpretation
	20 years old and below		above 20 years old					
	Mean	Std. Dev.	Mean	Std. Dev.				
Participation	3.35	0.6033	3.43	0.6111	-0.920	183	0.359	Not Significant
Recognition & Appreciation	3.45	0.6720	3.42	0.6267	0.259	183	0.796	Not Significant
Personality	3.36	0.6891	3.37	0.6457	-0.055	183	0.956	Not Significant
Social Awareness	3.44	0.6602	3.43	0.6120	0.079	183	0.097	Not Significant
Unity	3.41	0.6425	3.40	0.6522	0.878	183	0.891	Not Significant
Funds	3.17	0.7303	3.13	0.7004	0.372	183	0.710	Not Significant
Location	3.30	0.7256	3.36	0.7209	-0.501	183	0.617	Not Significant

 $\alpha = 0.05$ **Table 11. Significant Difference in level of participation, benefits and problems encountered by the students when they are grouped according to sex using Independent t-test (male, n = 68; female, n = 117)**

Variables	Age				t	df	Sig.	Interpretation
	Male		Female					
	Mean	Std. Dev.	Mean	Std. Dev.				
Participation	3.42	0.6546	3.36	0.5777	0.684	183	0.495	Not Significant
Recognition and Appreciation	3.54	0.6253	3.38	0.6649	1.553	183	0.122	Not Significant
Personality	3.44	0.6899	3.32	0.6582	1.206	183	0.229	Not Significant
Social Awareness	3.41	0.6195	3.45	0.6541	-0.382	183	0.703	Not Significant
Unity	3.48	0.6622	3.36	0.6326	1.240	183	0.217	Not Significant
Funds	3.34	0.7265	3.04	0.6912	2.779	183	0.006	Significant
Location	3.52	0.7073	3.21	0.7078	2.951	183	0.004	Significant

 $\alpha = 0.05$ **Table 12. Significant Difference in level of participation, benefits and problems encountered by the students when they are grouped according to Year Level using One-way ANOVA (male, n = 68; female, n = 117)**

Variables		Sum of Squares	df	F	Sig.	Interpretation
Participation	Between Groups	8.856	3			
	Within Groups	58.734	181	9.097	0.000	Significant
Recognition and Appreciation	Between Groups	4.513	3			
	Within Groups	73.982	181	3.681	0.013	Significant
Personality	Between Groups	4.241	3			
	Within Groups	78.549	181	3.257	0.023	Significant
Social Awareness	Between Groups	2.986	3			Not
	Within Groups	72.420	181	2.487	0.062	Significant
Unity	Between Groups	1.160	3			Not
	Within Groups	75.275	181	0.929	0.428	Significant
Funds	Between Groups	1.778	3			Not
	Within Groups	92.843	181	1.156	0.328	Significant
Location	Between Groups	5.563	3			
	Within Groups	90.436	181	3.711	0.013	Significant

Further, students viewed the development of spirit of obedience and respect as the topmost benefit with a mean of 3.49. It is followed by the benefit brought about by working together on complimentary goals with a mean of 3.43. The rest of the benefits obtained a mean of 3.37. Table 7 shows that in general the students perceived the benefits in terms of recognition and appreciation, personality, social awareness, and unity, as well as the general benefit to participation in community extension program as moderately beneficial. It can also be seen in the result that recognition and appreciation obtained the highest mean of 3.44 and followed by social awareness with a mean of 3.43, then by unity with a mean of 3.41, and lastly by personality with a mean of 3.36. The result in Table 8 shows that the problem on funds is moderately encountered by the students based on the obtained mean of 3.15. Budget for materials/logistics is not provided ranked first with a mean of 3.24. The second in the rank is the absence of fund raising to cover the expenses with a mean of 3.18. Third in the rank is that the budget for foods/drinks is not provided with a mean of 3.16. Fourth, is that the budget for transportation is not provided with a mean of 3.11 and lastly, is that the budget for notarization is not provided with a mean of 3.08. Table 9 indicates that the students perceived location of the community extension program as a moderate problem. Both location not corresponding to what community extension program conduct and weather not well during the conduct of the program obtained a mean of 3.34. This is followed by the problem that the distance of the location is too far from the school with a mean of 3.33. Further, safety of the place is not observed is the fourth in the rank with a mean of 3.31. The last in the rank is that precautionary measures are not conducted before the participants proceed to the given location with a mean of 3.29.

The result in Table 10 indicates that there is no significant difference in the level of participation (p value = 0.359); benefits in terms of recognition and appreciation (p -value = 0.796), personality (p -value = 0.956), social awareness (p -value = 0.097) and unity (p -value = 0.891); and, problems encountered by students in terms of funds (p -value = 0.710) and location (p -value = 0.617) when they are grouped according to age. Table 11 indicates that when students are grouped according to sex a significant difference existed in the problems encountered by the students in terms of funds and location at 0.05 level of significance. However, there is no significant difference in the level of participation and the benefits in terms of recognition and appreciation, personality, social awareness, unity and personality. The result in Table 12 indicates that a significant difference existed in the level of participation (p -value = 0.000); benefits in terms of recognition and appreciation (p -value = 0.013) and personality (p -value = 0.023); and, problems encountered by the students in terms of location (p -value = 0.013) at 0.05 level of significance when the students are grouped according to year level. However, there is no significant difference in the benefits in terms of social awareness (p -value = 0.062) and unity (p -value = 0.428) and problems encountered in terms of funds (p -value = 0.328). Further, in determining which among the year levels the significant difference exist a post hoc analysis using Tukey HSD was conducted. For level of participation, the significant difference existed between 1st year and 2nd year students; 2nd year and 4th year students; and, 3rd year and 4th year students. These results imply that 1st and 4th year students have the same level of participation; while, 2nd year students level of participation differ significantly with that of 1st year and 4th

year students. Further, the level of participation of 3rd year students also differs significantly with the 4th year. In terms of recognition and appreciation, the difference existed between 1st year and 2nd year students. This connotes that the 1st year 3rd year and 4th year students perceived the benefit in terms of recognition and appreciation in the same extent. Moreover, in terms of personality the difference existed between 2nd year and 4th year students. This implies that the 1st year, 3rd year and 4th year students perceived the benefits in participating to community extension program to the same extent. Lastly, in terms of location as the problem encountered by the students a significant difference existed between 1st year and 4th year students and between 3rd year and 4th year students. This connotes that 2nd year and 4th year students perceived the problem in terms of location in the same extent; while, both 1st year and 2nd year students' perception differ significantly with the perception of 4th year students.

Conclusion and Recommendations

Community Extension programs are being implemented by different Higher Educational Institutions throughout the Philippines. SUC's continuously conducts various forms of extension services such as training, literacy, skills development and a lot more. By these findings, this paper forwards the following conclusions:

The level of participation according to year level of Hospitality Management students in the community extension program of its department is moderate. However, when analysed deeply it can be concluded that the 4th year has a high level of participation with a mean score of 3.70. In terms of age, students above 20 years old obtained a higher mean (3.43) compared to those who are 20 years old and below. Further, both male and female students also exhibit a moderate level of participation with males obtaining a higher mean compared to females. In participating community extension program, the students improved their self-worth and everyday living, developed their spirit of obedience and respect, gained trust to their decisions in life, and understood that members interact primarily to exchange information and to communicate. On the other hand, the very challenge encountered by the students is that budget for materials/logistics is not provided. No significant difference existed in the level of participation when grouped according to age. However, a significant difference existed in the problems encountered by the students in terms of funds and location at 0.05 level of significance when grouped according to sex. Further, a significant difference existed in the level of participation (p -value = 0.000); benefits in terms of recognition and appreciation (p -value = 0.013) and personality (p -value = 0.023); and, problems encountered by the students in terms of location (p -value = 0.013) at 0.05 level of significance when the students are grouped according to year level. Based on the findings and conclusions derived from this investigation, the following recommendations were set; The Extension Services Office may conduct an orientation and seminar to all students including the Hospitality Management Department for them to be educated and well-informed of the mission, vision, and goals of the said office anchored to that of the College and to get capacitated prior to engaging to the community extension program. The spirit of volunteerism may be emphasized by the Extension Director or Departmental Coordinators so that more students are encouraged to take part and lend a helping hand in the development of the community. Further, the Extension Services Office may devise an

evaluation form to properly assess and give due recognition to students who actively participated in the Community Extension program. In this way, the students may not feel that their labour is highly appreciated and not in vain. Administrators may check into the root cause of the challenge faced by the students engaged into extension works so that it will be properly addressed and resolved thereafter. Similar studies may be conducted using other variable to further validate the results of the study.

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