

# Involvement in Community Extension Program of Business Administration Students in one Higher Education Institution in the Philippines

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**Jo-Anne May A. Rubio<sup>1</sup>, Cara Vianca P. Pentinio<sup>2</sup>, Jessa C. Ascan<sup>3</sup>, Marie Cecille D. Mendoza<sup>4</sup>, Jobert V. Vito<sup>5</sup>, Hadge A. Encio<sup>6</sup>**

Business Administration Major in Financial Management and Accounting  
Lyceum of the Philippines University, Batangas City, Philippines

<sup>1</sup>rubiojoanne00@yahoo.com, <sup>2</sup>caraviancapentino@yahoo.com,  
<sup>3</sup>nacsaa@yahoo.com, <sup>4</sup>Minmendoza23@yahoo.com, <sup>5</sup>jobertvito@yahoo.com

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**Abstract** - *Conducting community service is about relationship on building communities. It is designed for personal and social development. The researchers conduct this investigation to assess the Community Extension program of the College of Business Administration (CBA) in one Private Higher Education Institution in the Philippines. The descriptive method of research utilizing the normative survey technique was employed in the study. The results of the study revealed that majority of the respondents are first year level and from Bachelor of Science in Business Administration. It also shows that there are students who are not involve in any organization of the college. This study further shows that community extension program of the college was well implemented. Students were well involved in the said activities. The students can expect benefits that will help them grow to a more productive and efficient students and member of the community. Moreover, there are also some expected problems in joining this kind of activity like funds, location and the logistics. The extension programs may continue to move on and reach out for the sustainable development of the students and community.*

**Keywords:** *Community Extension, Community Extension Activity*

## INTRODUCTION

Community Extension Program is an activity where an individual can experience a different way of learning. It doesn't teach what are written in the book but how to apply it in outside world. Moreover, the meaning of Community Extension Program varies to every person. It somehow to be kind and caring to others or to help out those who are less fortunate.

To work in a group and share their ideas is not easy for some students. The Community Extension Program helps in cultivating hidden personality of an individual, like, leadership skills, public speaking, self-confidence, etc.

The development of community is a dynamic process involving all segments of the locality, including the often-overlooked youth population. The key component to 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 interests [1].

Lyceum of the Philippines University-Batangas is a learning institution which has an integrated educational institution namely: instruction, research and community extensions are linked harmoniously to produce meaningful learning [2]. The institutions together with the different academic departments, students, and faculty and staff organizations have been involved in providing community extension to the community. Developing a community with greatest necessity to get some assistance from different agencies like academic institutions is an act of fulfilling the mission of helping people to uplift not only the standards of living of those deprived but it would also provide greater impact to the character and values of the students and employees who take part on this worthy undertaking [3].

To institutionalize all the community extension activities of the school, community extension office was created where the students, faculty members and administrative staff could share their resources and their expertise and be part of the school social

involvement program. Therefore, community extension service operates through self-support, self-reliance, self-sustaining, and self-propelling principles. Through the people's participation, well-planned programs should be consciously taking into consideration. This is also an important part of providing quality education to the student when it comes to program accreditation [4], [5].

The College of Business Administration (CBA) through Community Extension Office and with the collaborative efforts of the faculty, students and administration conducts different kinds of activities in different areas like coastal clean-up, environmental clean-up, community based bookkeeping tutorial, and pamumuhunang pangkabuhayang/micro financing to elevate the economic status of the beneficiaries. This community extension helps community their needs to become more productive and capable of making intelligent decisions for the improvement and development of their socio-economic well-being.

The researchers who are Financial Management and Accounting students conducted this study to fully understand the community extension programs of the college. They believe that education is not only confining themselves inside the classroom however it is also important to understand the other side of people's lives, to help them in their needs and look for ways to improve their living. Through this study, they may able to share knowledge on how the college can improve the community extension program.

#### **OBJECTIVES OF THE STUDY**

This study focused on the assessment of the community extension program of the College of Business Administration.

Specifically, it aimed to present the profile of respondents in terms of year level, program, affiliation to organization and community extension programs participated; assessed the level of participation of students to community extension program of CBA; determined the benefits in participating community extension programs of the department; identified the problems encountered by students in participating the community extension programs; test if there existed significant difference on the assessment of level of participation, benefits and problems encountered in participating community extension program of the department when grouped according to profile variable; proposed an action based on the result of the study.

#### **REVIEW OF LITERATURE**

The Community Extension Program works through self-support, self-reliance and self-sustaining principles. There should be intended efforts to plan programs and services that are community based through people's participation, taking into consideration the changing needs of the society and the individual.

The Community Extension Program of the Lyceum of the Philippines University- Batangas still continues its mission, to lend a hand to the needy and to make a change in their lives through the help of the community extension volunteers. Helping the people who are most in need and being a part of the mission is the best feeling a volunteer can have [6].

Gonzales and Maghamil [7] noted that the extension service in the Philippine has been implemented during Spanish era, though it was organized into national system in 1952. Israel, Harder and Brodeur [8] defined community extension program as "comprehensive set of activities that are intended to bring about a sequence of outcomes among targeted clients". They clarify that a program is more than a single workshop or activity. Among other things, Extension programs are characterized by: a focus on the needs of the target audience, the intent to affect participant learning and behavior outcomes, multiple activities that are comprehensive in nature, and presence of a formal evaluation.

Social psychological factors, and social networks has been captured by what has been termed "social integration theory," or "role theory," which holds that an individual's social connections, typically measured by the number of social roles that an individual has, can provide meaning and purpose to his or her life, while protecting him or her from isolation in difficult periods [9].

Some community service activities relate to their environment. These programs are usually planting activities. Clean up activities are also parts of the environment programs together with the reduce, reuse and recycle campaigns. Aside from environment programs, helping those in needs is also a big part in community services. This includes donations and feeding programs. Helping kids with school and teaching them is also part of this [10].

It is significant to look into the characteristics of the program that is implemented and the beneficiaries of such program as well. The program is design or built can have its effects on how the student will construct his experiences as well as the program's

differences with other programs directed towards a similar goal of helping the community [11].

It enhances various sectors of the no-academic community to deepen their concern to the needs of the others and a strong desire to commit themselves to uplift the quality of life of the community. Maintain harmonious relations with the community and establish cooperative endeavors with the government and non-government groups and individuals, helps harness community resource and share school resources to identify the needs and engage the community towards self-reliance [6].

Fletcher and Major [14] found out that those students that volunteered or are doing volunteer work are doing it because of the activity being related to their careers sooner or later. It shows that some students volunteer depending on the course they are taking but it has to be that what they will be doing is also related to what they are studying. It might be that case because doing volunteer activities that are related to the course the students are taking could be considered as experiences that will help them in their future undertakings. Doing things related to their respective courses could also provide greater knowledge for them with regard to their craft and so they may also have real world or realistic experience when it comes to their courses.

Moreover, Community Extension program also holds problem that make it difficult for students. Tapscott [11] has mentioned three problems that come with community extension programs. First is poor organization. The coordination of some activities proves to be not well organized that the activity fails or there would be logistics problems that would hinder the activity from being a success. Second is the ingratitude to the benefactors. There would be cases where in the people students are helping would complain and have a bad attitude towards the people who are helping them. And lastly, safety issues. The lack of safety precautions makes it problem in doing community services.

The common problems that people encounter which are distance, isolation, and coordination of services; lack of infrastructure and resources; recruitment of service professionals; limited skill base of service accountability and outcomes; and poorly define roles for local government [12].

Furthermore, the focus of this extension program is to promote activities in the area of social, environmental and life course development with an emphasis on: promoting social integration in later life,

including intervention programs to reduce social isolation between the wealthy and the needy. It increases different sectors of the community to tighten and deepen their concern to the needs of the community and a strong desire to commit themselves to uplift the quality of the life of the community [6].

On its 49 years of existence, the Lyceum of the Philippines University- Batangas together with the different academic departments, administrative personnel and students' organization have been involved in providing Community Extension Services to the community [15]. Finally, in 1998, the Community Extension Office was created to institutionalize all the community extension activities of the school where the students, faculty members, and administrative staffs could share their resources and their expertise and be part of the school's social involvement program.

The community extension program, the entire academic community is not only provided opportunities to be aware of, and understand the needs and problems that are relevant on both local and national levels, but also opportunities to involve itself in activities designed to develop the community and the less privileged. The program therefore serves as an instrument by which the institution instills in the mind of its own community specially its beneficiaries, the concept of social responsibility. Moreover, the program serves as a springboard for a closer linkage between the school and the community [6].

### **CBA COMMUNITY EXTENSION**

Community extension is an expression of a deep sense of commitment of the people involved in the academe. Academic people are more aware and more socially skilled than the other sectors in the community. Through community extension program they will not only excel in line of academic but also in committing themselves outside the school.

Community Extension Program has unique perspectives and relationships formed between institutions of higher learning and local communities that those using or developing service learning initiatives should be aware of and use.

From the Narrative Report in the College of Business Administration in 2012 noted that the extension services in private higher education institutions vary according to the vision and mission of the college. The project on extension service focuses on community development. It adopted a depressed barangay to become a community of

purposive individuals. The residents of the place were victims of the eviction. As such, they practically lost their sense of direction self-worth towards maintaining a decent life. However, with the help of the college, the residents were helped by giving those gifts and other material things they will be needed and giving them enough foods. The college has the heart to help people who are in need.

The bookkeeping tutorial, a community extension training program of the Lyceum of the Philippines University-Batangas for the fourth year high school students of Marian Learning Center and Science High School located at Alangilan Batangas City. The forty hours accounting tutorial to Marian Learning Center and Science High School in line with the vision of Lyceum of the Philippine University-Batangas as center of academic excellence in Southern Tagalog Area, and producing God fearing, self-reliance and environment conscious and globally competitive students (CBA Narrative Report, 2012).

The importance of accounting in the student's daily lives in the purpose of Lyceum of the Philippines University-Batangas were emphasize during the orientation which was held on the first day. Students' expectation was also discussing and a short career guidance symposium was also done by the Lyceum of the Philippines University-Batangas by CBA faculty. The enthusiasm of the student to learn was evidence by their religiously attending the 10 day-4-hour session. The student was very eager to learn accounting as evidence by asking relevant question that is being discussed (CBA Narrative Report, 2012).

In addition, CBA also participates in different environmental enhancement like tree planting, coastal clean-up, alay lakad (run for a cause) which mostly held in LPU High School Restoration Village where our Dean, Dr. Maribeth G. Buenviaje also participated together with the faculty members and students.

In Lyceum of the Philippines University-Batangas, a micro financing program was carry out as an extension service provided by its business college-CBA. As a program focusing on financial assistance with non-bearing interest to help the poor residents of the universities adopted community in Brgy. Wawa Batangas City, it hopes to build entrepreneurial skills of the residents.

College of Business Administration administers community service at SHL Site Sico, Batangas in connection with cooperative variety store. The CBA Department conducted an entrepreneurship and

business management lecture to all resident of the said site.

The lecture focused in sharing information in basic knowledge about entrepreneurship and business management. Student Governor of CBA Student Council, Mr. Romeo Macaraig Jr. discussed about entrepreneurship wherein 6 basic skills were explained to the resident.

The researchers realized that many things are possible if you have faith in sharing on what we learn from theories that LPU-Batangas thought us and reaching simple families and community in SHL Site for them to improve livelihood through business means. After these activities researchers felt happy and satisfied that in our little on ways we shared knowledge in our chosen field.

## **METHODS**

### **Research Design**

The study used descriptive method of research. Descriptive research seeks "what is" of data and not "why it so" one can only describe what is prevailing, and develop inferences but cannot explain "why" of dynamics of the variables. It involves the description, recording, analysis, and interpretation of the present nature.

### **Participants**

The participants of the study were the students of the College of Business Administration. From the total population of 1,231 at 20%, 252 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 and program of the college using stratified proportionate sampling.

### **Instrument**

To gather information and data, the researchers adopted a standard questionnaire from the College of International Tourism and Hospitality Management. The questionnaire is composed of four parts. Part I included the profile of respondents in terms of year level, program, affiliation to organization and community extension programs participated, Part II assessed the level of participation of students to community extension program of CBA, Part III determine the benefits in participating community extension programs of the department and Part IV identify the problems encountered by students in participating the community extension programs.

**Procedure**

In coming up with the research, the researchers follow different processes. After submitting several topics, we come up with the Assessment of Community Extension Program of the CBA. In this topic the researchers are about to present the level of participation of the students regarding the community extension program of the college. After the approval, the researchers gather the information needed and the list of community extension programs of the CBA from Community Extension office. The researchers gathered data related to the topic. Books, internet sources, journals and magazines are utilized as references. Upon gathering enough data and information, the researchers develop their questionnaires and presented it to research adviser for scrutiny and revision.

**Data Analysis**

After answering the questionnaire and collected, the data was tallied, tabulated and analyzed. Different statistical treatment was used after recording the answered survey question. Weighted mean was used to determine the level of participation and benefits of joining the different community extension programs of the department. It was also used to identify the problems encountered in joining such program. Analysis of Variance (ANOVA) was used to evaluate if there exist significant difference on the assessment of community extension program of College of Business Administration when grouped according to profile variable. All data were treated using the SPSS software.

The given scale was used to interpret the result of the study: 3.50 – 4.00 – Always (A); 2.50 – 3.49 – Often (O); 1.50 – 2.49 – Sometimes (S); 1.00 – 1.49 – Never (N)

**RESULTS AND DISCUSSION**

Table 1 presents the frequency, percentage distribution and rank of the profile of student-respondents in terms of year level, program and affiliation to organization.

The information regarding to the number of population per year level shown that the first year level have the most number of populations in College of Business Administration.

In participating of community program, first and second year level required to have NSTP subject in

which they can participate some activities through community extension program.

Table 1. Distribution of Respondents According to Profile (N = 252)

Year Level	f	%	Rank
First Year	66	26.2	1
Second Year	60	23.8	3
Third Year	64	25.4	2
Fourth Year	57	22.6	4
Fifth Year	5	2.0	5
Program			
BSA	64	25.4	2
BSBA	116	46.0	1
BSCA	60	23.8	3
BSBCM	12	4.8	4
Affiliation to Organization			
Officer	37	14.7	3
Member	147	58.3	1
Others	68	27.0	2

In contrast, the fifth year is the lowest in the ranking. Not all program of the college has the 5 year curriculum.

The table further shows the distribution of the respondents by program. It can be gleaned that the Bachelor of Science in Business Administration (BSBA) is the highest rank in the program of College of Business Administration (CBA) with the percentage of 46 percent and in the lowest rank is Bachelor of Science in Business Computer Management (BSBCM) with the percentage of 4.8%. College of Business Administration offer five programs in their college. It is much expected that the Bachelor of Science of Business Administration filled the most number of the college population for it is a program which offer the students choices for their major [18], examples are Financial & Management Accounting, Marketing, Human resource, etc. In contrast, Bachelor of Science in Business and Computer management is least. One of the reasons is the unpopularity of this course. Most of the students choose Computer Science or Information Technology rather than BSBCM.

In relation to the number of population, Bachelor of Science in Business Administration has the most outstanding number of students. In College of Business Administration most students choose to take a four year degree program in such a way that most students like to develop their skills in Business society, the program also reflect according to the year level

and Bachelor of Science in Business Computer Management has the lowest number of students in which few students was interested in taking up Computer Management.

In addition, the affiliation to organization shows that most of the students in College of Business Administration are member of an organization they did not prioritized any other organization but they make it a point that they can help the organization specially involved in a community wherein they can exercise their social aspect followed by others in which those students was not an officer either a member of any organization. It figures out that there are still some students who are not involved in organization of the college and last is the officer that few students was active in an organization that they are willing to divide their studies and involving in different organizations.

Table 2. Distribution of Respondents According to Community Extension Programs Participated

Indicators	f	%	Rank
Gift Giving	103	40.87	2
Alay Lakad	47	18.65	4
Charity Day	20	7.94	7
Bookkeeping	9	3.57	9
Tree planting	136	53.97	1
Coastal Clean up	42	16.67	5
Feeding Program	60	23.81	3
Accounting Tutorial	7	2.78	10
Conducting seminars	22	8.73	6
Red Cross Blood Letting	17	6.75	8
Pamumuhanang Pangkabuhayang/Micro Financing	1	0.40	11

Table 2 shows the list of community extension program of the college. Based from the data presented there are various community extension activities that the students can participate to. This explains that the most of the respondents are aware on the different programs that the community extension offered. The College of Business Administration’s effort on producing plans for the programs that are community based through people’s participation, taking into consideration the changing needs of the society and the individuals are well observed.

As shown on the result, the highly participated com-ex program items are tree planting (53.97%) activities because of the well implementation of saving mother earth programs. These well-implemented programs lifted the awareness of the residents about the importance of protection of the

environment followed by Gift Giving (WM 40.87%) and the third is Feeding Program (WM 23.81%) and in the lowest rank is pamumuhanang pangkabuhayan/micro financing (WM 40.0%) for it is the only community engagement. Program where the benefits is for lifetime. It helps to improve the livelihood of the beneficiaries.

This explains that the most of the respondents are aware on the different programs that the community extension offered. The College of Business Administration’s effort on producing plans for the programs that are community based through people’s participation, taking into consideration the changing needs of the society and the individuals are well observed.

According to the study of Ludwig [10] some community service activities relate to their environment. These programs are usually planting activities. Clean up activities are also parts of the environment programs together with the reduce, reuse and recycle campaigns. Aside from environment programs, helping those in needs is also a big part in community services. This includes donations and feeding programs. Helping kids with school and teaching them is also part of this.

Table 3. Level of Participation of Students in Community Extension Program

Indicators	WM	VI	Rank
1. Active in participating Com-Ex program at your school.	2.93	O	9
2. Does your college persuade you to participate in any Com-Ex program?	3.11	O	6
3. Dissemination of information regarding Com-Ex is well conducted.	2.92	O	10
4. The program bears no threatening activities and procedures.	3.05	O	8
5. The Com- Ex program ensures safe and sure delivery of service	3.27	O	3
6. The Com-Ex program is able to improve the lives of the beneficiaries	3.23	O	4
7. I become more aware of environmental and health concerns	3.29	O	2
8. I do choose to participate in Community Extension projects rather than participating in graded NSTP.	3.07	O	7
9. I am ready to participate in Community Extension program anytime.	3.13	O	5
10. I am willing to help people without expecting anything in return.	3.40	O	1
<b>Composite Mean</b>	<b>3.14</b>	<b>O</b>	

Table 3 displays the level of participation of College of Business Administration in Community

Extension Program of the college. Results showed that students participated in the community extension program of the college often as indicated by the composite mean of 3.14.

Ranked no. 1 is the students are willing to help without expecting anything in return (3.40), Ranked number 2 is the students become aware of environmental and health concerns (3.29). To help others without expecting anything in return is the heart of community extension program. It awakens the volunteerism in oneself. The students become more aware of the environment and health care. Participating in this kind of activity helps to open up the minds of individual, becoming aware in the outside world.

Furthermore, Ranked no. 9 is students are active in participating Community Extension program (WM 2.93) and ranks no. 10 is the dissemination of information regarding Community Extension Program is well conducted (2.92). It indicates that although there are lots of students participating in community extension programs, students find it difficult to join in such activities. Students are willing to join but there are lacks of information regarding the subject. Regardless of their eagerness to join there some hindrances that make it difficult for them to be an active member.

Information has a very vital role in group activity like community extension programs to have cooperation and to gain more participants. Tapscott [11] has mentioned three problems that come with community extension programs. One of this is the poor organization. The coordination of some activities proves to be not well organized that the activity fails.

Table 4. Benefits of Participating Community Extension Programs in terms of Recognition and Appreciation

Indicators	WM	VI	Rank
1. Extension/workers are given recognition	3.06	O	5
2. The students are competent and reliable	3.12	O	4
3. It helps to improve their self-worth and everyday living	3.32	O	2
4. More productive and capable of making decisions	3.21	O	3
5. It helps the students to develop their leadership skills	3.33	O	1
<b>Composite Mean</b>	<b>3.21</b>	<b>O</b>	

Table 4 presents the benefits of participating community extension program in terms of recognition

and appreciation. Results showed that students often perceived benefited in participating community extension program in terms of recognition and appreciation as indicated by the composite mean of 3.21.

First in rank is, it helps the student to develop their leadership skills having a weighted mean of 3.33. Second is it helps to improve their self-worth and everyday living with a weighted mean of 3.32.

Putting individual in a group awakens the leadership skills he has in himself. Participating in this kind of activities where one is needed to work in a group will help the students to gain their self-confidence to act in behalf of everyone. Through community extension programs, the students learned to speak their minds to everyone, sharing ideas and improve their public speaking.

Moreover, the students through community extension programs says that it helps them to improved their self-worth and everyday living. It improves their confidence and self-reliance. They feel confident to suggest what is in their minds and act without a doubt. Being engage in community extension program will helps an individual to face different scenarios. There are circumstances that the activities will encounter some problems along the way and somebody need to fix it. Decision making is a burden to someone because their actions and the result of the event will correspond according to one's decision. Facing different challenges helps an individual to gain experiences that will become his bases for his action, making himself productive and trusted decision maker.

Furthermore, extension/workers are given recognition and the students become competent and reliable with the weighted mean of 3.06 and 3.12, respectively. Out of five benefits this two resulted last. It shows that students are participating in activities like community extension program not to benefit themselves for having grade incentives and such but to help not only himself but the community itself.

The community extension program, the entire academic community is not only provided opportunities to be aware of, and understand the needs and problems that are relevant on both local and national levels, but also opportunities to involve itself in activities designed to develop the community and the less privileged. The program therefore serves as an instrument by which the institution instills in the mind of its own community specially its beneficiaries, the concept of social responsibility. Moreover, the

program serves as a springboard for a closer linkage between the school and the community [6].

Table 5. Benefits of Participating Community Extension Programs in terms Personality

Indicators	WM	VI	Rank
1. Helped boost my confidence	3.31	O	3.5
2. It helps me to reflect to my doings.	3.34	O	2
3. I gain trust to my decisions in life.	3.31	O	3.5
4. It awakens the spirit of volunteerism in me.	3.35	O	1
5. Desired outcomes had been achieved.	3.27	O	5
<b>Composite Mean</b>	<b>3.32</b>	<b>O</b>	

Table 5 presents the benefits of participating community extension program in terms of personality. Results showed that students often perceived benefited in participating community extension program in terms of personality as indicated by the composite mean of 3.32.

Regarding the result being gathered on how does participation in Community Extension Program affects the personality factors of a student is based on ladderized procedure from highest to lowest, at its peak with the weighted mean of 3.35 which indicates the spirit of volunteerism be awoken, which simply means that they practice charity exemplary as a student.

Another connotation which is secondly in line as its indicator is that it helps them to reflect to their doing which garnered 3.34 averages that relates to their self-implication on what they've done in such activities.

Moreover, on the data given above having the similar weighted mean of 3.31 that indicates that, it helps them boost their confidence and gain trust to their decision making, which involves heighten up of self-esteem.

Lastly, gaining 3.27 weighted mean concerning the desired outcomes be achieved. It shows that community extension program is an activity where can effect one's decision in life. Through influencing the decision making, the individual improve their rational thinking and resulted for more productive and efficient outcomes.

The Community Extension Program works through self-support, self-reliance and self-sustaining principles. There should be intended efforts to plan

programs and services that are community based through people's participation, taking into consideration the changing needs of the society and the individual [6].

Table 6. Benefits of Participating Community Extension Programs in terms Social Awareness

Indicators	WM	VI	Rank
1. Provide insights into the factors most directly shaping youth attitudes and involvement in their communities	3.28	O	2
2. It helps to encounter different personalities.	3.22	O	5
3. It helped in promoting cleanliness to the community.	3.31	O	1
4. It helps to prevent and not to be indulged with vices (drugs, gambling)	3.24	O	3.5
5. Members and community have been educated.	3.24	O	3.5
<b>Composite Mean</b>	<b>3.26</b>	<b>O</b>	

Table 6 shows the benefits of participating Community Extension Program in terms of Social Awareness. Results showed that the students often acquired Social Awareness in participating the community extension program as indicated by the composite mean of 3.26.

Given in the table are the benefits of participating community extension programs in terms of social awareness. Participating in the community extension programs helped the students in promoting cleanliness to the community has the highest weighted mean of 3.31. In connection, individuals participating in this kind of activities will help to preserve our environment. In addition, cleanliness has been considered one of the important factors by which to judge a civilizations or society's development.

Moreover, it has been followed with the weighted mean of 3.28 stating that providing insights into the factors most directly shaping youth attitudes and involvement in their communities [13].

Thus rank 3 with both weighted mean of 3.22 which says that it helps the students to prevent and not to be indulged with vices like drugs and gambling and. Members and community have been educated'. The program supports for positive parental training by modeling, teaching, and reinforcing positive behavior.

Ludwig [10] noted that some community service activities are related to environment. These programs



are usually planting activities. Clean up activities are also parts of the environment programs together with reduce, reuse and recycle campaigns. Aside from environment programs, helping those in needs is also a big part in community services. This includes donations and feeding programs. Helping kids with school and teaching them is also part of this.

And lastly to help encounter different personalities with the weighted mean of 3.22. It can be executing that the Social awareness often benefited through community extension programs. Engaging oneself in activities like community extension program helps an individual to encounter different personalities where they will become familiarize on how to act in response.

The community Extension program affect the social awareness of the students and beneficiaries. The focus of this extension program is to promote activities in the area of social, environmental and life course development with an emphasis on: promoting social integration in later life, including intervention programs to reduce social isolation between the wealthy and the needy. It increases different sectors of the community to tighten and deepen their concern to the needs of the community and a strong desire to commit themselves to uplift the quality of the life of the community [6].

Table 7. Benefits of Participating Community Extension Programs in terms of Unity

Indicators	WM	VI	Rank
1. Group process has been improved.	3.29	O	2
2. Community knowledge of and involvement with group has increased.	3.31	O	1
3. It helps to develop the spirit of obedience and respect.	3.28	O	3
4. Members work together on complimentary goals.	3.23	O	4.5
5. Members interact primarily to exchange information and to communicate.	3.23	O	4.5
<b>Composite Mean</b>	<b>3.27</b>	<b>O</b>	

Table 7 shows the benefits of Participating Community Extension Programs in terms of Unity. These results showed that the benefits are often observed as indicated with a composite mean of 3. 27.

Community involvement is a very important aspect of revitalization for any community, no matter what size. Participating in this kind of activity will

help an individual to work in a group and to enable the respondents to familiarize in their workplace. Through involving in community extension program, it helps an individual to improve their interaction between the co-workers in a group. It can be posited that the major factor of Community Extension Program in terms of Unity is based on the community knowledge and involvement. With respect to their dissimilarities, people can work together and get along. Unity in a community empowers young people to achieve success and fulfillment by awakening in them an understanding of their unique purpose and potential. (Community of Unity, 2016). Without it everyone will be looking down on each other and causing a lot of conflicts and arguments. It guides the morality in the society.

On the other hand, the least in rank is the items, members work together on complimentary goals and members interact primarily to exchange information and to communicate with the weighted mean of 3.23. It shows that the students and the members often interact with each other.

Based from the study of Tapscott [11] that experiences in community service have factors that may shape them. It is significant to look into the characteristics of the program that is implemented and the beneficiaries of such program as well. The program is design or built can have its effects on how the student will construct his experiences as well as the program's differences with other programs directed towards a similar goal of helping the community.

Table 8. Summary Table of the Benefits of Participating Community Extension Programs

Indicators	WM	VI	Rank
1. Recognition and Appreciation	3.21	O	4
2. Personality	3.32	O	1
3. Social Awareness	3.26	O	3
4. Unity	3.27	O	2
<b>Overall Composite Mean</b>	<b>3.26</b>	<b>O</b>	

Table 8 shows the summary table of the benefits of participating community extension programs of the college. Results showed that the students are often recognize the benefits in participating Com-Ex with the overall composite mean of 3.26.

In every activity that the students may participate, personality (3.32) is one of the things that can be fully

developed because a lot of things will be encountered and experienced followed by unity (3.27).

Social Awareness obtained a weighted mean of 3.26 which ranks number 3 implies that students of the College of Business Administration who belong to any year level and from different programs have viewed the benefits they acquired in participating the community extension programs in different perspectives. It shows that they have different perception when it comes to joining community extensions but with the same intention of wanting to help with other people through community development.

Conversely, the least in rank, the item recognition and appreciation with a weighted mean of 3.21. It shows that the students are not into recognition when doing Com-Ex programs. The foundation of this program begins with the individual, in that personal abilities to influence others are affected by the unique personality of the individuals [16]. These factors are reflected in skills, interest and abilities which are ultimately help an individual to reach leadership potential.

Community Extension Services Program is a program generated by a deep sense of mission to improve the community in the content of community building, the character, therefore, is one of social responsibility primarily sized at the community's upliftment from its identified needs. It is this social character of the program that characterizes the relevance of school's educational program.

Table 9. Problems Encountered by Students in Participating Community Extension Programs in terms of Funds

Indicators	WM	VI	Rank
1. Budget for notarization of waiver is not provided.	2.88	O	1
2. Budget for transportation fee is not provided.	2.76	O	2
3. Budget for foods/drinks is not provided.	2.74	O	3
4. Budget for materials/logistics is not provided.	2.69	O	4
5. There is no fund-raising to cover the expenses.	2.65	O	5
<b>Composite Mean</b>	<b>2.75</b>	<b>O</b>	

Table 9 indicates the problems encountered by the students in participating community extension program in terms of fund. This results showed that the said problem is often observed as indicated with a composite mean of 2.75.

A weighted mean of 2.88 is ranked first. The students generally agreed that the budget for notarization of the waiver is the most frequent problem they encountered involving the funds. In contrast, the fund raising to cover up the expenses is the least in the rank with the weighted mean of 2.65. It reflects that a certain organization conducting the community extension program has the designated budget in their hands for the needed materials for them not to conduct additional activity like fund raising.

Table 10. Problems Encountered by Students in Participating Community Extension Programs in terms of Location

Indicators	WM	VI	Rank
1. Safety of the place is not observed.	2.50	O	4.5
2. The distance of location is too far from the school.	2.56	O	1.5
3. The precautionary measures are not conducted before the participants proceed to the given location.	2.52	O	3
4. The location does not correspond to what Com-Ex program will be conducted.	2.56	O	1.5
5. Weather is not well to conduct Com-Ex program.	2.50	O	4.5
<b>Composite Mean</b>	<b>2.53</b>	<b>O</b>	

Table 10 shows the problems encountered by the students in participating community extension programs in terms of location. Results showed that students often encountered a problem in terms of location as indicated by the composite mean of 2.53.

The data presents that the students agreed for the distance of location is too far from the school together with the the location does not correspond to what community extension program will be conducted ranked first in the list with the weighted mean of 2.56. It exhibits that organizer of the activity does not prepare well the location to correspond to the planned activity. In addition, with the weighted mean of 2.52 the precautionary measures are not conducted before the participants proceed to the given location, ranked third. It displays that there are instances where the community extension programs are incapacitating in ensuring the safety of the participants for the lack of precautionary measures.

Table 11. Problems Encountered by Students in Participating Community Extension Programs in terms of Logistics

Indicators	WM	VI	Rank
1. There is no action program to guide the program.	2.47	S	3.5
2. The organization involve does not provide their participants the needed materials to avoid injuries.	2.46	S	5
3. The needed materials are incomplete.	2.53	O	2
4. The needed materials are not in good shape.	2.47	S	3.5
5. Participants are not coming regularly for the extension activities.	2.56	O	1
<b>Composite Mean</b>	<b>2.50</b>	<b>S</b>	

Table 11 shows the problems encountered by the students in participating community extension programs in terms of logistics. Results showed that students are sometimes encountered a problem in terms of logistics as indicated by the composite mean of 2.50.

Furthermore, the students gave a unifying perception on the problem encountered by the students in participating community extension in terms of logistics [17]. The participants are not coming regularly for the extension activities ranked first with a weighted mean of 2.56, followed by the needed materials is incomplete with the weighted mean of 2.53. Moreover, there is no action program to guide the program and the needed materials are not in good shape both garnered a weighted mean of 3.5. And lastly, the organization involve does not provide their participants the needed materials to avoid injuries got the lowest rating with an average weighted mean of 2.46.

The community extension program is an activity involving the environment where the students are expose to different circumstances. Logistics must conform to the requirements of what the community extension program will be conducted. It is a must that materials are all in good shape to ensure the safety of the students and the beneficiaries. Pre-meeting work may include collecting data, laying out the agenda, determining the group process to follow, and possibly having a couple of alternatives in case flexibility is also required to to plan a guideline to follow for smooth flow of the activity.

Community Extension program holds problem that make it difficult for students. Tapscott [11] has

mentioned three problems that come with community extension programs. First is poor organization. The coordination of some activities proves to be not well organized that the activity fails or there would be logistics problems that would hinder the activity from being a success. Second is the ingratitude to the benefactors. There would be cases where in the people students are helping would complain and have a bad attitude towards the people who are helping them. And lastly, safety issues. The lack of safety precautions makes it problem in doing community services.

Table 12. Summary Table of the Problems Encountered by Students in Participating Community Extension Programs

Indicators	WM	VI	Rank
1. Funds	2.75	O	1
2. Location	2.53	O	2
3. Logistics	2.50	O	3
<b>Overall Composite Mean</b>	<b>2.59</b>	<b>O</b>	

Table 12 presents the summary table of the problems encountered by the students in participating community extension programs. Results showed that the students are often encountered a problem in participating Community Extension Program with the overall composite mean of 2.59.

One of the problems encountered by the students in participating Community Extension Program is funds, the highest ratings with the weighted mean of 2.75 followed by location and logistics.

Extension participants throughout the world face the difficult challenges are program preparations, active involvement of the participants, control over resources and provide facilities and equipment. The respondents noted that funds is a very sensitive task, because most of the times, funds are not properly used due to lack of transparency, and they can only acquire their budget from student's fund raising or sometimes from the excess of previously acquired budget from latter activities. The reason why there are some projects that are not executed well.

One of the major roles of the individuals( facilitators, extension educators and participants), was the issue of raising funds for community developments. To provide more support in implementation and evaluation of programs and services. The fund should be capable of being used for specified purposes at any time. It would be capable of

being used in any manner the organizations prefers i.e for strengthen program resources, and attract funds, thus allowing sustainability or expansion activity, strengthen the quality of project and staff performance, make service more accessible and meet actual community needs.

Furthermore, the respondents agreed that locations and logistics are the least problems that will affect the operations and performance of the student to participate. In conducting a Community Extension Program, the participants have the collaborative efforts, ability to engage in different activities, provide the community needs and prepare the program productively. Location is important in setting up Community Extension Program. Event venues are locations where events are taking place. The extension educators, staff and participants may select the perfect venue to ensure safety of every individuals.

To sum up, logistics is a challenging and important activity because it serves as an integrating or boundary spanning functions. It ensure that organization provide their participants the needed materials, if it is complete and in good shape. It also implies the safety of participants and beneficiaries.

When it is done internally, participants become involved in reflection, action, empowerment and active involvement in decision making throughout the program. Appropriate and effective collaboration of the students, facilitators and extension educators my lead to successful outcomes.

Community Extension program holds problem that make it difficult for students. Tapscott [11] has mentioned three problems that come with community extension programs. First is poor organization. The coordination of some activities proves to be not well organized that the activity fails or there would be logistics problems that would hinder the activity from being a success. Second is the ingratitude to the benefactors. There would be cases where in the people students are helping would complain and have a bad attitude towards the people who are helping them. And lastly, safety issues. The lack of safety precautions makes it problem in doing community services.

Based from Table 13, the computed F – values of the profile variables year level and program were greater than the critical value and the resulted p-value were less than 0.05 level of significance, thus the null hypothesis of no significant difference on the benefits of participating the community extension programs of the college when grouped according to the

aforementioned profile variables is rejected. This means that significant difference exists and that respondents have assessed the benefits of joining such programs differently.

Table 13. Difference on the Assessment of the Community Extension Programs when Grouped according to Profile Variables

Profile Variable	F <sub>c</sub>	p-value
<b>Benefits</b>		
Year Level	2.538	0.041*
Program	3.129	0.026*
Affiliation to Organization	0.085	0.919
<b>Problems</b>		
Year Level	4.579	0.001*
Program	1.235	0.298
Affiliation to Organization	2.327	0.100

Legend: \*Significant at p-value < 0.05

Moreover, the profile variable year level shows significant difference on the perceived problems in involving oneself in the community extension programs of the department.

This means that students of the College of Business Administration, either first, second, third or fourth year level and from the different programs of the college have viewed the benefits they acquired in participating the community extension programs in different perspectives. Moreover, they have experienced different level of difficulties of joining such endeavors when it comes to funds [19].

Based on ComEx Report 2012 that the community extension program, the entire academic community is not only provided opportunities to be aware of, and understand the needs and problems that are prevalent on both local and national levels, but also opportunities to involve itself in activities designed to develop the community and the less privileged. The program therefor serves as an instrument by which the institution instills in the mind of its own community specially its beneficiaries, the concept of social responsibility. Moreover, the program serves as a springboard for a closer linkage between the school and the community. Furthermore, as the school utilizes the community extension program activities, it simultaneously operationalizes its mission.

## CONCLUSION AND RECOMMENDATION

Majority of the respondents are freshman, BS Business Administration students were member of

different organization of the college. Students of the College of Business Administration participated in the college community extension program often. The personality, specifically the spirit of volunteerism, of College of Business Administration students were enhanced in participating of the Community Extension Program of the college. Funds were identified as the main problem encountered by students in joining Community Extension Program. There is significant difference on the assessment of benefits of Community Extension Programs of the College of Business Administration department when grouped according to year level and program. Moreover, significant difference also exists on the problem encountered in joining such programs when categorized by year level.

It is recommended that the College of Business Administration department may conduct an orientation and seminar to all students for them to get involved to the different Community Extension Program of the department. The College in cooperation with the community extension office of the university, may work together in establishing sustainable community extension for the college. The College of Business Administration department, together with the Office of the Student Affairs Office, may devise an evaluation form to properly assessed and give due recognition to students who actively participated the Community Extension Program of the college. The administration may take into consideration the proposed action plan to enhance the implementation of the Community Extension of College of Business Administration. Similar studies may be conducted using other variable to further validate the results of the study.

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