

Impact of Preventive Dental Program to the Dentistry Student and Faculty Volunteers

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Asia Pacific Journal of
Education, Arts and Sciences
Vol. 4 No.3, 76-84
July 2017
P-ISSN 2362-8022
E-ISSN 2362-8030
www.apjeas.apjmr.com

Date Received: April 1, 2016; Date Revised: June 20, 2017

Abstract – *The study identified the status of community extension program of dentistry department of a private academic institution in the Philippines based on the perception of the student and faculty volunteers in terms of its adherence to the mission and goals of the university, organizational structure and management and resources allocation according to manpower and financial resources; the perceived impact to the volunteers of the preventive dental program and if there is a significant difference on the perception of the respondents and the impact of preventive dental program. Descriptive type of research was utilized in the study. Findings showed that the volunteers perceived that the department adhere to the mission and goals of the university, and that effective delegation, budget management, transparency and open communication are keys to effective implementation and management of community extension programs.*

Keywords – *Community Extension, Program Evaluation, Volunteerism*

INTRODUCTION

Community extension as one of the trifocal function of HEIs is where caring and collaboration exist. The institutions together with the different academic departments, students, faculty members and staff have been involved in providing extension service to the adapted community [1]. Fostering the philosophy of education of Dr. Jose P. Laurel which is, “An education program geared exclusively to the needs and problems of the individual and the country would be fruitless and dangerously inadequate, however, if it did not take into account the problems of the modern world and if it did not inculcate certain virtues and social values that would make for international peace which, after all, is the universal desire of men”[2] has made community extension part of its three main function.

The community extension office of Lyceum of the Philippines University-Batangas (LPU-B) envisioned

itself to become an effective instrument of social transformation. It seeks to develop among its students, faculty and staff a social conscience through awareness, concern and involvement in community development.

In line with this, the college of Dentistry develop a program to help uplift the current status of oral health in the Philippines which is according to the National Monitoring and Evaluation Dental Survey conducted by DOH in 2011 that 87% of Filipinos suffer from tooth decay. The program aims to increase the knowledge of the basic oral health practices of the beneficiaries, value the significance of oral health in relation to general health, maintain their own oral health, empower the beneficiaries to maintain their own oral health, for the volunteer to enhance their awareness on the importance of sharing and doing community works as part of their dental education and properly implement the preventive dental procedures. The program comprises of free consultation, dental health education, oral prophylaxis, dental sealant and application of topical fluoride on their teeth during the program implementation.

The College of Dentistry in LPU-B has been part of the university since 1986 and since then upholding to one of its objectives that graduates of the course should participate in relevant researches for the advancement of preventing and treating oral disease through community extension services [3]. Thus, the college prompted to create a program for prevention of dental caries. Dental caries are permanently damaged areas in the hard surface of one’s teeth that develop into tiny openings or holes. These are caused by a combination of factors, including bacteria in your mouth, frequent snacking, sipping sugary drinks, and not cleaning the teeth well.

LPU Community extension programs have two key benefits: First, students gain important new knowledge, skills, and values that are not readily available in school-based training. They increase their

skills and knowledge caring for large numbers of beneficiaries, learn to work with allied personnel, treat a more diverse group of people with varied cultural and backgrounds, and gain some practice management experience. Also, they are made aware of the larger societal and professional problems of providing care to low-income populations, and at the same time, they can evaluate career opportunities. Second, colleges can work with the communities to reduce access disparities. Although schools cannot solve the disparity problem by themselves, they can have a significant impact.

Thus, the study wished to evaluate the community extension program of LPU College of Dentistry to the beneficiaries as well as the provider of the program for SY 2014-2015 and create an action plan for the enhancement and sustainability of the program.

OBJECTIVES OF THE STUDY

The study identified the status of community extension program of the College of Dentistry from a Higher Education Institution in the Philippines based on the perception of the student and faculty volunteers in terms of adherence to the mission and goals of the university, organizational structure and management and resources allocation according to manpower and financial resources; the perceived impact to the volunteers of the preventive dental program and test the significant difference on the perception of the respondents and the impact of LPU preventive dental program between faculty and student volunteers.

METHODS

Research design

This study used a descriptive research design. It was used to evaluate the perception of the students and faculty-volunteer as well as the beneficiaries of the program. Descriptive survey method is appropriate for data derived from simple observational situation, whether these are actually physically observed through the use of a questionnaire or poll techniques [4].

Participants

The first part of the questionnaire were answered by 100% of the participants or 33 senior clinicians and 15 faculty members and staff who participated in the program for the school year 2014-2015.

Instrument

A self-made questionnaire was made by the researcher. It was validated by the students and faculties and then revised as deemed necessary for the study. The validated questionnaire was submitted for approval by the community extension office for the evaluation of the program.

Procedure

The respondents were informed on the purpose of the study and were invited to participate. The researchers administered the questionnaires personally.

Data Analysis

The data collected were classified, tabulated and coded for analysis. Frequency count, percentage, weighted mean, rank and analysis of variance were the statistical tools employed in interpreting the data obtained from the survey. The given scale was used to interpret the result of the data gathered: 4.50 – 5.00 = Very Highly Evident (VHE); 3.50 – 4.49 = Highly Evident (HE); 2.50 – 3.49 = Moderately Evident (ME); 1.50 – 2.49 = Less Evident (LE); 1.00 – 1.49 = Not at All Evident (NE)

RESULTS AND DISCUSSION

The following presented the evaluation of LPU College of Dentistry community extension programs.

Table 1 presents the perception of the volunteers on the mission and goals. It was seen from the result that the two groups of respondents have the same observation with a composite mean of 4.49 (faculty) and 3.85 (students).

Table 1. Perception of Volunteers on the Status of LPU Community Extension Program in terms of Mission and Goals

| Indicators | Faculty | | | Students | | | Over-all | | |
|---------------------------------------------------------------------------|-------------|-----------|-----|-------------|-----------|-----|-------------|-----------|---|
| | WM | VI | R | WM | VI | R | WM | VI | R |
| 1. The mission and objectives are congruent to the institution's mission. | 4.46 | HE | 2.5 | 3.89 | HE | 1.5 | 4.18 | HE | 2 |
| 2. The goals and objectives are responsive to community development | 4.46 | HE | 2.5 | 3.77 | HE | 3 | 4.11 | HE | 3 |
| 3. The goals are set and formulated through group processes. | 4.54 | VHE | 1 | 3.89 | HE | 1.5 | 4.22 | HE | 1 |
| Composite Mean | 4.49 | HE | | 3.85 | HE | | 4.17 | HE | |

With regards to the assessment of the faculty, goals are set and formulated through group processes got the highest weighted mean score of 4.54 and the only item that was rated very highly evident. Consultation with the faculty members was evident on this result, as frequent brainstorming regarding the outcomes of the community extension as well as suggestions on how to improve the program were often discussed during the meeting.

Other items were rated highly evident such as mission and objectives are congruent to the institution's mission and goals and objectives are responsive to community development (4.46). One of the core values of the dental profession is public service and this entails the formulation of goals and objectives of the department to be in line with community development.

As to the students' perception, all were rated highly evident and mission and objectives are congruent to the institution's mission and goals are set and formulated through group processes (3.89). It was the goal of the department to orient the students to the

mission and objectives of the institution as done evidently every semester by the dean.

In summary, goals are set and formulated through group processes topped on the rank with mean value of 4.22, followed by mission and objectives are congruent to the institution's mission and goals and objectives are responsive to community development. This result may be evident to the constant meeting and consultation done dean and clinical instructor handling community extension to maintain the check and balance as to the direction of its community extension program. Suggestions and constructive criticism were always encouraged among faculty members to create a collaborative effort in the performance of the program.

Students must learn to collaborate with the team and show proper care and respect to each member would tighten the connection between cooperation and unity of thoughts. They learn not only to speak convincingly to the members of the community but more than to listen and appreciate the value of every single contribution of each individual in a team [5].

Table 2. Perception of Volunteers on the Status of LPU Community Extension Program in terms of Organizational Structure and Management

| Indicators | Faculty | | | Students | | | Over-all | | |
|---------------------------------------------------------------------------------------------------------------|-------------|-----------|------|-------------|-----------|------|-------------|-----------|----|
| | WM | VI | R | WM | VI | R | WM | VI | R |
| 1. Responsibility is delegated to the clinical instructor. | 4.69 | VHE | 1 | 4.04 | HE | 1 | 4.37 | HE | 1 |
| 2. Clinical instructor is granted some degree of authority in their discharge of responsibility. | 4.54 | VHE | 3 | 3.83 | HE | 2 | 4.18 | HE | 2 |
| 3. Flow of communication is simple and clear. | 4.54 | VHE | 3 | 3.64 | HE | 9.5 | 4.09 | HE | 4 |
| 4. Regular discussion with the Dean is conducted. | 3.92 | HE | 14 | 3.66 | HE | 8 | 3.79 | HE | 14 |
| 5. The college establishes linkages with other agencies/institutions to help implement the program. | 4.08 | HE | 11.5 | 3.53 | HE | 15 | 3.80 | HE | 13 |
| 6. The program is well documented. | 4.23 | HE | 8.5 | 3.57 | HE | 13.5 | 3.90 | HE | 10 |
| 7. The program has specific objectives. Informed consent are signed by the parents before its implementation. | 4.15 | HE | 10 | 3.68 | HE | 6.5 | 3.92 | HE | 9 |
| 8. The program has specific activities during its implementation. | 4.08 | HE | 11.5 | 3.68 | HE | 6.5 | 3.88 | HE | 11 |
| 9. The program have specific schedule every year for its implementation. | 4.23 | HE | 8.5 | 3.64 | HE | 9.5 | 3.93 | HE | 8 |
| 10. The program have specific schedule every year for its implementation | 4.00 | HE | 13 | 3.70 | HE | 5 | 3.85 | HE | 12 |
| 11. Monitoring report is submitted every end of the school year. | 4.46 | HE | 5 | 3.81 | HE | 3 | 4.14 | HE | 3 |
| 12. Certificate of appreciation are given to the student volunteers every school year for the participation. | 2.77 | ME | 15 | 3.62 | HE | 11.5 | 3.19 | ME | 15 |
| 13. The principal and teacher-in-charge of the pupil beneficiaries are accommodating and supportive. | 4.31 | HE | 7 | 3.72 | HE | 4 | 4.02 | HE | 6 |
| 14. School administrator of the adopted schools well-received the volunteers and the program. | 4.38 | HE | 6 | 3.57 | HE | 13.5 | 3.98 | HE | 7 |
| 15. The program was well received by the school beneficiaries. | 4.54 | VHE | 3 | 3.62 | HE | 11.5 | 4.08 | HE | 5 |
| Composite Mean | 4.19 | HE | | 3.69 | HE | | 3.94 | HE | |

Table 2 presents the perception of the volunteers on the perception of volunteers and community stakeholders on the status of LPU community extension program in terms of organizational structure and management. It was seen from the result that the two groups of respondents have the same observation with a composite mean of 4.19 (faculty) and 3.69 (students) with verbal interpretation of highly evident.

With regards to the assessment of the faculty, responsibility is delegated to the clinical instructor (4.69), Clinical instructor is granted some degree of authority in their discharge of authority (4.54), flow of communication is simple and clear (4.54) and the program was well received by the school beneficiaries got the highest weighted mean score and the only items that was rated very highly evident. The clinical instructor who also acted as the community extension coordinator for the department was the one assigned to handle the program. The role and responsibility of such position was to propose a program for the department's community extension, itemized the budget, implement and monitor the whole program. This activity was by approval by the dean of the department and memorandum of agreements signed by both the beneficiaries and LPU College of Dentistry to ensure proper communication and coordination among parties. When the program was finalized for implementation, the schedule was adjusted to the faculty members schedule to encourage them in joining the program, as most of the faculty were part-time in the department.

Information has a very vital role in group activity like community extension programs to have cooperation and to gain more participants. Tapscott [6] 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.

One item was rated moderately evident which was certificate of appreciation are given to students and faculty volunteers every school year for the participation (2.77). Several communities where community extensions were implemented don't give certificate of appreciation maybe because most of the time the appreciation by the beneficiaries were given verbally. Faculty members were more than happy to give a helping hand to indigent communities even without certificates. This result can also be attributed to the lack of formal ceremony for the giving of certificates by LPU community extension office. This result was also true in the study of Rubio et.al [7] in the involvement in community extension of Business

Administration students in one higher education institution in the Philippines.

Volunteering is defined as an individual giving his or her time freely and without financial reward to help other people or a cause in an organized manner [8]. In addition remuneration (monetary or otherwise) to the individual had a negative impact on people's perceptions of what is a volunteer across all regions [9]. The collective volunteerism model involves that voluntary acts that are initiated, stipulated and supervised by groups, regardless of intentions or preferences of the individual group members [10].

As to the students perception, all were rated highly evident and responsibility is delegated to the clinical instructor (4.04), Clinical instructor is granted some degree of authority in their discharge of authority (3.83), monitoring reports were submitted every end of the school year (3.81) and the principal and teacher in charge were accommodating and supportive (3.72) were the top four answers by the respondents. The clinical instructor was the one assigned to oversee the implementation of the programs while the students were assigned to submit a reflection paper for each program wherein they participated to evaluate the perceptions of the students. This reflection paper was also a way to check and balance the students view regarding the program and their suggestions on how to improve it based on their point of view. The importance of a MOA is evident on the responses of students because proper coordination and communication were felt by the students in the program.

In summary, responsibility is delegated to the clinical instructor (4.34) and granted some degree of authority in the discharge of the activity (4.18) and monitoring is submitted every end of the school year (4.14) were the top three responses overall. The result showed the organization and management of the College of Dentistry community extension program were very satisfactory evidenced by its highly evident perception of the volunteers. Proper delegation by the dean to the clinical instructor responsible has created a unified instruction on how the program was to be implemented. This action prevents chaos and encourages responsibility for the person concern. Submission of report and students' reflection paper for monitoring is a good way for the check and balance by the dean and the community extension office as to directions of the program of the department.

Effective delegation is the process that managers transfer responsibility and authority to positions below them in the organizational hierarchy in order to

Table 3. Perception of Volunteers on the Status of LPU Community Extension Program in terms of Resources Allocation: Manpower

| Indicators | Faculty | | | Students | | | Over-all | | |
|--------------------------------------------------------------------------------------|-------------|-----------|-----|-------------|-----------|-----|-------------|-----------|---|
| | WM | VI | R | WM | VI | R | WM | VI | R |
| 1. A permanent head implement the dental program. | 4.08 | HE | 6 | 3.64 | HE | 6 | 3.86 | HE | 7 |
| 2. The Dean and faculty members of the college participate in the program | 4.38 | HE | 2 | 3.60 | HE | 7 | 3.99 | HE | 4 |
| 3. Clinical Instructor has adequate number of clinicians to implement the program. | 4.23 | HE | 3.5 | 3.70 | HE | 4.5 | 3.97 | HE | 5 |
| 4. Every student volunteer has a designated work in program implementation | 4.08 | HE | 6 | 4.30 | HE | 1 | 4.19 | HE | 1 |
| 5. Volunteer students have adequate knowledge & skills to implement the program | 4.23 | HE | 3.5 | 3.83 | HE | 2 | 4.03 | HE | 3 |
| 6. Volunteer students are polite and kind to the children | 4.54 | VHE | 1 | 3.74 | HE | 3 | 4.14 | HE | 2 |
| 7. Volunteer students are well organized during the implementation of the activities | 4.08 | HE | 6 | 3.70 | HE | 4.5 | 3.89 | HE | 6 |
| Composite Mean | 4.23 | HE | | 3.79 | HE | | 4.01 | HE | |

increase organizational effectiveness and efficiency, and more fully develop and utilize the talents of organizational personnel[11].

Table 3 presents the perception of volunteers of LPU community extension program in terms of resources allocation as to manpower. It was seen from the result that the two groups of respondents have the same observation with a composite mean of 4.23 (faculty) and 3.79 (students) with verbal interpretation of highly evident.

Six out of seven items was verbally interpreted as highly evident which were the dean and faculty participate in the program (4.38), followed by volunteer students have adequate knowledge & skills to implement the program (4.23), and clinical instructors has adequate clinicians to implement the program (4.23), followed by a permanent head implement the dental program (4.08), every student volunteer has designated work in the program (4.08), and volunteer students are well organized during the implementation of the activities (4.08) got all the verbal interpretation of highly evident. These findings are important in the effective delegation to create social responsibility and team work among students.

Fletcher and Major (2009) 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 [12]. 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.

With regards to the assessment of the faculty, volunteer students are polite and kind to the children (4.54) got the highest score with the verbal interpretation of very highly evident. Dental clinicians were trained to be very accommodating and polite to the members of the community because this profession exhibits the core value of public service. Thus, according to Hitlin (2007) volunteering role-identity theory[13] focuses on social identity theory which focuses the role of volunteer in an organizational context [14] and in another study shows the relationship of volunteering behaviour and what they call a “helping identity”[15].

Community extension programs were often schedule on the days where most of the faculty members were in the department for most of them were part time faculty member and have their own private practice, thus encourage them to participate. By doing so, most of the faculty volunteer got involved in the program.

Aside from the benefits the community gained in the program, the dental clinicians were also given an outstanding opportunity for education and building self-awareness[16] as well as an introduction to the systemic political or policy-related understanding and engagement that dental professionals should know in engaging with the community[17].

This result is similar to the above table as to a permanent head is managing the program and proper delegation of different work assignments were given to the clinicians.

As to the students perception, all were rated highly evident and every students volunteer has designated work in the program implementation (4.30), followed by volunteer students have adequate knowledge & skills to implement the program (3.83), followed by volunteer students are polite and kind to the children (3.74), followed by volunteer students are well organized during the implementation of the activities (3.70), and clinical instructor has adequate number of clinicians to implement the program (3.70), followed by a permanent head implement the program (3.64) and the dean and faculty members of the college participate in the program.

The top response of the students further affirmed the practice of effective work delegation in the program implementation of the college of Dentistry.

In summary, the top three responses were every student has a designated work in program implementation (4.19), volunteer students were polite and kind to the children (4.14) and volunteer students have adequate knowledge & skills to implement the program with verbal interpretation of highly evident. Thus, effective delegation [11] and students doing community extension work based on their career path [12] are effective ways in the implementation of community extension in the department of Dentistry. And further affirms that community extension services have a two way effect: for the beneficiaries and to the volunteer themselves [16-17].

Table 4 shows the perception of volunteers on the status of the community extension program in terms of financial resource allocation. In terms of faculty (3.77) and students (3.65) responses, the program has highly evident funds for the program implementation.

As to the faculty, four out of five indicators were rated highly evident while one indicator was found to be less evident. Funds for buying dental supplies as dental sealant and fluoride (4.38) was ranked number one, followed by funds for food and transportation

(4.23), for buying dental equipments (4.23) and provision of funds for community extension (4.15) and verbally interpreted as highly evident. These funds were itemized in the project proposal for approval by the President of the university. While the contingency fund for unplanned expenses (1.85) was found to be less evident. This indicator was not included in the budget proposal because priority was given to the dental materials needed in program implementation.

Planning budget allocation was done annually in the meeting by the dean and the Clinical instructor handling community extension. Through this process, intended beneficiaries by the department were discussed to plan the budget that will be needed. Included in this planning was the number of beneficiaries as well as the manpower to see if the department can handle the program. According to Bufan (2013) budgets are necessary to highlight the financial implications of plans, to define the resources required to achieve these plans and to provide a means of measuring, viewing and controlling the obtained results, in comparison with the plans[18].

As to the students, five out of five indicators were found to be highly evident. Funds for food and transportation (3.72) was ranked number one, followed by for buying dental supplies as dental sealant and fluoride (3.68), for buying dental equipments (3.66), provision of funds for community extension (3.60) and contingency fund (3.60). Contrary to the results of the faculty volunteers, contingency fund was highly evident to the student but less evident to the faculty members. The students never felt the need for contingency fund because of the effective planning in the department's community extension. Part of this planning is the saving of all the excess dental materials from the finished program to be used for the next school year while waiting for the funded provisions of the university.

Table 4. Perception of Volunteers on the Status of LPU Community Extension Program in terms of Resources Allocation: Financial

| Indicators | Faculty | | | Students | | | Over-all | | |
|----------------------------------------------------------------------------------------------------------|-------------|-----------|-----|-------------|-----------|-----|-------------|-----------|---|
| | WM | VI | R | WM | VI | R | WM | VI | R |
| 1. Provision of funds for the community extension. | 4.15 | HE | 4 | 3.60 | HE | 4.5 | 3.87 | HE | 4 |
| 2. Provision for the buying of equipment. | 4.23 | HE | 2.5 | 3.66 | HE | 3 | 3.95 | HE | 3 |
| 3. Funds for buying dental supplies necessary for the dental program like dental sealants, fluoride etc. | 4.38 | HE | 1 | 3.68 | HE | 2 | 4.03 | HE | 1 |
| 4. Contingency fund for unplanned expenses. | 1.85 | LE | 5 | 3.60 | HE | 4.5 | 2.72 | ME | 5 |
| 5. Provision of funds for the food and transportation of the volunteers in the program. | 4.23 | HE | 2.5 | 3.72 | HE | 1 | 3.98 | HE | 2 |
| Composite Mean | 3.77 | HE | | 3.65 | HE | | 3.71 | HE | |

Faculty members willingly fund some of the community extension projects of the department not included in the university's program of activities. Thus, management efficiency can be appreciated by the achievement of predefined objectives and the means used to their achievements [19].

The result showed that the department's community extension was adequately funded and organized as food and transportation were allocated for the volunteer's convenience traveling to distant location outside the university's premises. It was also noted that enough provision for dental materials and equipment were funded by the university.

In summary, of the five indicators, four was found to be highly evident and one was considered moderately evident which the provision was for contingency fund is. Contingency fund was not found to be needed in the planning for the community extension. This view supports the observation of Achim [19] that in the budgeting process, effective managers can predict all the problems before their appearance thus it "guarantees" that planning efficiently for future operations will depend on how it accomplished the previous budget, taking into account all the factors that have influenced changes regarding previous budget indicators.

Table 5 shows the impact of the community extension program to the volunteers. It was seen from the result that the two groups of respondents have the same observation with a composite mean of 4.35 (faculty) and 4.26 (students) with verbal interpretation of highly evident.

With regards to the assessment of the faculty, volunteers feel happy after the program implementation got the highest weighted mean score of 4.62 and the only item that was rated very highly evident. While the other two indicators which are volunteers who enjoyed the experience (4.30) and feels more confident in treating patient in the community (4.13) got a highly evident responses. These responses from the volunteers affirmed that

there is a life changing benefits in participating in the community extension program of the department.

Thus, it also affirmed the observations of Hustinx and Lammertyn [10] that volunteerism is a favourable instrument for career and status enhancement within the community reference.

With regards to the assessment of the students, volunteers feel happy after the program implementation (4.43), volunteer enjoyed the experience (4.30) and feels more confident in treating patient in the community (4.17) were all verbally interpreted as highly evident. The students are aware of the benefits of participating in the community extension program that are not monetary but life changing joy and experience of being a responsible part of the community.

According Grönlund [8] that examined the reflections of young adult in Finland regarding volunteerism, the benefits to volunteers of volunteering, such as well-being, self-esteem, social contacts, influencing and also work experience are highlighted in groups of people who have challenges or difficulties in taking part in other sectors of society such as work or education. These benefits add to self-confidence and an engagement in the values of volunteering, which are central in all societal and private arenas. This would benefit young adults personally and it could also build an interest and responsibility in respect of social issues and pro-social action. Previous research has also detected positive connections between service learning and future volunteering [20]. In addition, volunteering could actually serve as an arena in which identity and pro-social values could be acknowledged and fostered.

In summary, the two groups of respondents experienced the same level of impact in which the indicator "volunteers feels happy after the program implementation" got the highest overall composite mean of 4.52 and verbally interpreted as very highly evident.

Table 5. Impact to the Volunteers of the Program

| Indicators | Faculty | | | Students | | | Over-all | | |
|--------------------------------------------------------------------------------------------------------|-------------|-----------|---|-------------|-----------|---|-------------|-----------|---|
| | WM | VI | R | WM | VI | R | WM | VI | R |
| 1. Student volunteers feels more confident in treating patients after program implementation. | 4.31 | HE | 3 | 4.17 | HE | 3 | 4.24 | HE | 3 |
| 2. The student volunteers enjoy the experience of community extension to different places and schools. | 4.38 | HE | 2 | 4.30 | HE | 2 | 4.34 | HE | 2 |
| 3. The volunteers feels happy after the program implementation. | 4.62 | VHE | 1 | 4.43 | HE | 1 | 4.52 | VHE | 1 |
| Composite Mean | 4.35 | HE | | 4.26 | HE | | 4.30 | HE | |

According to Carter [21], a psychologist, states that altruism can improve attitude and make the good-deed doer feels healthier, happier and less stressed.

This is explained as to the release of endorphins that creates positive energy to someone who do good deeds after performing altruistic act and is referred to as the “helper’s high”. Human altruism maybe defined as an intentional and voluntary act performed to benefit another person as the primary motivation and either without a conscious expectation of reward (altruistic approach) or with the conscious or unconscious expectation of reward (pseudo-altruistic approach) [22].

Thus, in the study of Post [23], states that there is a strong correlation exists between the well-being, happiness, health, and longevity of people who are emotionally kind and compassionate in their charitable helping activities—as long as they are not overwhelmed, and here world view may come into play.

Table 6. Difference of Responses on the Impact to the Volunteers of the Program Between the Two Groups of Respondents

| | Group | N | Mean | t-value | p-value |
|--------|----------|----|------|---------|---------|
| Impact | faculty | 13 | 4.35 | 0.632 | 0.533 |
| | students | 47 | 4.26 | | |

*Significant at $p\text{-value} < 0.05$

As seen from the result of Table 6, there was no significant difference observed on the impact to the students and faculty. This was observed since the obtained p-value of 0.533 is greater than 0.05 alpha level, thus the researcher fail to reject the hypothesis. This only implies that the two groups of respondents have the same level of impact. The result showing no significant difference only confirms that there is unity in the implementation of community extension in the department. The values the faculty members shared during its implementation is very important so that when the students finished their degree, they will continue to carry with them the spirit of altruism which is the true meaning of community extension.

Thus, social responsibility is being taught in institutions of higher learning through involving the students in community extension projects as part of the threefold function of their respective colleges or universities aside from research and instruction. The goal of this undertaking is to uplift the lives of people in the adapted community of the university and teach the students to realize the value of volunteerism and its underlying spirit in fulfilling the needs of others^[24].

CONCLUSION AND RECOMMENDATION

Both sets of volunteers perceived that the goals are set and formulated, mission and objectives are congruent to the institution’s mission and goals, and objectives are responsive to community development were highly evident in the program implementation of the department as evidence by the constant meeting and consultation by the dean and clinical instructor handling community extension to maintain the check and balance as to the direction of its community extension program. Suggestions and constructive criticism were always encouraged among faculty members to create a collaborative effort in the performance of the program.

Effective delegation and open communication by the dean to the clinical instructor handling the community extension as well as clear work assignment of the students during program implementation is the key to organize execution of the department’s program. Memorandum of Agreement between the university and the community is highly important for the safety, security and proper coordination between the volunteer and the community.

Effective budget management, transparency and reporting by the department plays a very important role in the continued support of the university in the community extension program of the department.

Community extension program is a good avenue for volunteerism, education and training as well as social interaction that has a positive impact to the giver as well as to beneficiaries.

It is recommended to strengthen the continued support of the university in the community extension program through promoting collaboration with different local and international agencies. Continue to update guidelines and reports as to the monitoring and implementation of the department community extension activities. Continue to evaluate students’ written reflection paper as well as faculty observation reports to see their feelings and suggestions to further improve its implementation. Create more activities for community extension that will include not only indigent school children but also the other neglected members of the community like the senior citizens. An in-depth study of altruism in the field of volunteerism in community extension program is also suggested.

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