

## Impact of Community Extension Activities to the Tourism and Hospitality Management Students

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**Abstract** – *The academic institution provides programs that could uplift the lives of people in the adopted community of the university and educates its students to realize the real importance of volunteerism and its underlying spirit in gratifying the needs of others. This study primarily presents the profile of the respondents with regards to their age, gender, year level and activities joined and evaluate the degree of social responsibility and volunteerism of the students; and also determined the impact of community extension in terms of development, skills, knowledge, values and attitude. The researchers used a descriptive research design with 285 third year and fourth year students as the respondents. Results showed that the tourism and hospitality students are willing to help other people without expecting in return. The community extension activities had a frequent impact to the students related to values and attitude, knowledge and skills. The students may have an activity in the class about their experience of volunteerism and how they learned values and lessons of life while doing community extension activities.*

**Keywords:** *Volunteerism, Community Extension, CITHM Volunteers*

### INTRODUCTION

Community Extension Program is a supported voluntary action of any public or private group which aims to extend some help to a community in order to uplift the stakes of its residents. Program may vary in different forms such as medical care, financial assistance, educational assistance and livelihood depending on their needs. The over-all effectiveness of any extension program varies on the changes in behavior of people who also participate in the program (Coral, Aala, Abarintos, Buccat, Gonzaga & Ramos, 2015). It provides a different kind of learning experience that could contribute to the students' holistic development towards appreciation of the concepts of society, poverty, volunteerism, charity and service (Laguador & Chavez, 2013; Laguador, Mandigma & Agena, 2013; Chua et al., 2014; Rubio et al., 2016; Perez, et al., 2013; Montabo, 2016).

The impact of the extension activities to knowledge, skills and values of the students is an important measure of success that determines action for future plans and development of the institution (Refozar et al., 2013; Chua et al., 2014; Magnaye, 2013; Daquis et al., 2016; Laguador & Dotong, 2013).

Community Extension Activities are “wide-ranging set of activities that are intended to bring about a sequence of outcomes among targeted clients.” They explain that a program is more than a single activity. Amongst other things, Community Extensions are measured as giving attention on the needs of the target respondents and dedicated to mark participants’ learning behavior, multiple activities and outcomes. (Israel, Harder, Brodeur, 2011).

In the 1966, Senator Sotero H. Laurel established Lyceum of Batangas as an institution of learning that would meet the educational needs of his citizens who in one way or another cannot afford to study in Metro Manila, and is a body that is focused to let the institution members to produce an suggestive learning for the improvement of its students and the community extension. (COMEX, 2012).

Lyceum of the Philippines University – Batangas together with the different academic departments, administrative personnel and students organization have been involved in giving Community Extension Services to the adopted community. Finally, in 1998 the Community Extension office was shaped to institutionalize all the community extension activities of the school where the students, faculty members, and administrative staff could share their resources and their expertise and be part of the schools social involvement program (COMEX, 2012).

The LPU community extension program helps to achieve the three objectives: first is to generate among the numerous sectors of the academic community the deep concern for the needs of other people and the desire to compel themselves in uplifting the quality of their life; Second is to preserve a harmonious relationship with the community and establish actions in cooperation with government and non-government groups and individuals; Lastly, is to help bind community resources and if possible, share school resources to satisfy their needs and solve their problems of the community (Objectives of the Community Extension of the Lyceum of the Philippines University).

The location of the adopted community executed by LPU – Batangas is in Brgy, Sico Batangas City. It is part of the 105 barangays in Batangas City. The rural settlement situated about 9 kilometers east of Poblacion to where streams, forests, low-rolling hills, fruit bearing, trees and crops are specifically everywhere in the place . Also all marketable and residential areas are located along the national and minor roads in Batangas City (Batangas City, 2011) .

The researchers conducted this study to help establish sustainable community extension activities which are inclined with the aim of their program to be hospitable volunteers. They also wanted to strengthen the awareness to the LPU community, other departments and the CITHM students and staff on the value of social commitment, volunteerisms and the essence of joining activities related with social works in the community.

This research is very helpful for the university by providing necessary actions to motivate students by helping less fortunate people. Moreover, they will be very considerate to people around them, while understanding other people needs and support. In this way the students will understand the real meaning of community extension, and this will help them grow professionally towards the enrichment of their personal values that will be very beneficial for future employment (Macalalad et al., 2016; Buenviaje et al., 2015; Felicen et al., 2013; Chavez et al., 2017; Buenviaje et al., 2016; Daquis et al., 2016)

More so it will also benefit the community because more hands will be extended to them. They may have more support from the community of LPU especially from the student volunteers that may help them through providing enough knowledge on how they can have a source of income that can continuously provide the needs for their family even without others help.

This may also help the other departments of LPU-Batangas in using their research as their basis if for future research relating with community extension activities. Hence, they may also use this as a guide to assess themselves every after doing community extension activities and also the activities they have conducted. With that they will know what course of action these people will do and give any solution to the problems they might encounter.

The researchers also wanted to build a strong foundation of activities in the community that will be visible and are a reliable source of help when the adopted communities are in need. It is also essential that the students from CITHM have the opportunity to help other people improve their quality of life. Part of their prime objective also is to have a continuous restoration of the community and their relationship with the students through the extension programs being implemented to them.

## **OBJECTIVES OF THE STUDY**

This study aimed to assess the impact of community extension activities to the CITHM students of Lyceum of the Philippines University- Batangas. Specifically, to present the profile of the respondents with regards to their course/ year level ,age, gender

and projects/activities joined; evaluate the degree of social responsibility and volunteerism among CITHM students; determine the impact of community extension activities in terms of knowledge, skills development, values and attitude; test the significant difference on the impact of community extension activities when grouped according to profile of the respondents, and to identify the problems encountered in the implementation of the respondents towards community extension activities.

## **METHODS**

### **Research Design**

Descriptive research was utilized to depict the qualities of a populace and investigate the present condition or describe the phenomena. The researcher utilized an illustrative analysis which meant to depict the practices of the tourism students who are part of community extension activities.

### **Participants**

Participants of the study were the students of LPU – Batangas. The total population of 3<sup>rd</sup> year and 4<sup>th</sup> year students from CITHM Department is 779 students. From the total population, 285 students were selected to be the respondents of the study. The respondents were chosen based on the objectives of the study.

### **Instruments**

For the gathering of information fundamental for the study, the researchers used an adopted survey questionnaire. The researchers counseled the rules in making research questions before planning and adopting the questionnaire. The questionnaire adopted from the paper of Coral et al. (2015). The specifics of the questions depended on the planned targets of the study. The questionnaire composed of four sections. Part I includes the Profile of the respondents and Program Projects. Part II shows the extent of Social Commitment and Volunteerism among CITHM Students Volunteers. Part III consists of the impact of Community Extension Activities to CITHM Volunteers measuring in terms of knowledge, skills development, and values and attitude, while part IV deals with problems encountered in implementation of community extension activities.

### **Data Gatherings**

After submitting several topics, they come up with the Impacts of Community Extension Activities at SHL Restoration Village to the CITHM Students of LPU-B. In

this topic the researchers are about to present the Social Commitment and Volunteerism among CITHM Students Volunteers, Impact of Community Extension Activities to CITHM Volunteers measuring in terms of knowledge, skills development, and values and attitude and problems encountered in implementation of community extension activities which can help the researchers to take actions/ help to the adopted community. The researchers gathered data related to the topic. Books, internet sources, journals and magazines were utilized as references. Upon gathering enough data and information, the researchers developed their questionnaires presented to their research adviser for analysis and revision. The CITHM Students specifically the 3<sup>rd</sup> year & 4<sup>th</sup> year as our respondents were approach by the researchers. The respondents were informed about the study that they are going to tackle and a schedule was agreed upon. The instruments were administered and explained, and conducted the giving of questionnaire that lasted for fifteen minutes each session. The said collected instruments were tallied and analyzed.

### **Data Analysis**

All data were gathered, encoded, tallied and interpreted. In order to analyze each data, the following statistical tools were used such as frequency distribution, weighted mean and analysis of variance. Frequency distribution was used to know the profile of the respondents participated on the activity. Weighted mean was used for defining the skills, knowledge and problem that they encountered. Analysis of Variance was used to evaluate if there are existing significant difference on the Impacts of Community Extension Activities at SHL Restoration Village to the CITHM Students of LPU-B when grouped according to profile variable.

The given scale was used to interpret the result of the data gathered in the extent of social responsibility and volunteerism: 3.50 – 4.00 = To a Very Great Extent (VGE)/ Very High (VH); 2.50 – 3.49 = To a Great Extent (GE)/ High (H); 1.50 – 2.49 = To a Least Extent (LE)/ Low (L); 1.00 – 1.49 = Not at All (NA)/ Very Low (VL).

### **RESULTS AND DISCUSSION**

Table 1 shows the Percentage Distribution of the Respondents Profile of the different courses of CITHM such as the International Hospitality Management (IHM) with a percentage of 63.20 with 180 respondents including CLOHS, CLOCA and HRA students, and for the International Travel and Tourism Management (ITTM) students with 36.80 percent of 105 students. IHM got a higher frequency because they have the greater number of enrollees for SY 2016-2017.

**Table 1. Percentage Distribution of the Respondents' Profile**

	<b>Profile Variables</b>	<b>f</b>	<b>%</b>
<b>Course</b>	ITTM	105	36.80
	IHM	180	63.20
<b>Year Level</b>	3 <sup>rd</sup> Year	145	50.90
	4 <sup>th</sup> Year	140	49.10
<b>Age</b>	18 – 20 years old	222	77.90
	21 – 23 years old	63	22.10
<b>Gender</b>	Male	97	34.00
	Female	188	66.00
<b>*Projects/Activities Joined</b>	Environment Tourism Awareness Seminar	116	40.70
	Tour Guiding Seminar Workshop	136	47.70
	Tour Package Seminar Program	74	26.00
	Gift Giving	197	69.10
	Tree Planting	197	69.10
	Environmental Clean Up	208	73.00
	House Painting	109	38.20

*\*Multiple Responses*

In terms of year level 3rd year students or 145 respondents with 50.90 percent, while 4th year respondents has the percentage of 49.10 with 140 number of students. It was recorded in list of students enrolled in CITHM department that 3rd year students has a greater number than 4th year students.

With regards to age, respondents ranging to 18-20 years old got a percentage of 77.90 or 222 students meanwhile respondents age from 21-23 years old has the percentage of 22.10, with a number of 63 respondents, 18-20 years old got the highest percentage because basically the 3rd year students belongs to this age and they have a greater number in the population of CITHM Department.

In the duration of distributing out questionnaires the researchers had given it mostly to female respondents with a total of 188 or 66.00 percent, while male respondent has the less number having 97 students with the percentage of 34.00 percent. Female respondents with the higher percentage are very responsive and approachable that is why majority of the female answered the questionnaires. Unlike male respondents who are sometimes not easy to talk with and seems like they do not want to answer the questionnaires and not that responsive.

Thereby, the Projects and Activities joined by the respondents have been assessed in getting the highest ranking which is the “Environmental Clean Up” with the total of 208 respondents, or 73.00 percent. Second is the Gift giving and Tree planting

that got the same percentage of 69.10 percent and a frequency of 197. Then next is the “Tour Guiding workshop Seminar“ which is 136 in frequency and 40.70 in percentage.

Environmental Clean-up got the highest ranking because most of the students who participate in the community extension are very much related in cleaning the environment like maintaining its cleanliness and helping to improve a healthy environment for the people in the community of SHL Village.

Table 2, the over-all assessment of the respondents on the extent of social commitment and volunteerism was rated to a great extent with a composite mean value of 3.36. Item, ” I am willing to help people without expecting anything in return” got the highest weighted mean score of 3.48. It was followed by learn life lesson in every Community Extension Projects I participated (3.46) and become more accountable to one’s action (3.39).

**Table 2. Extent of Social Responsibility and Volunteerism among CITHM Students**

<b>Indicators</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
I wholeheartedly participate in Community Extension Projects conducted by the collage	3.30	GE	9.5
I become more aware of environmental and health concerns.	3.34	GE	5
I express more commitment to address and solve problems	3.32	GE	8
I do choose to volunteer in Community Extension Projects rather than participating in a graded NSTP	3.30	GE	9.5
I invest more time and energy needed for the success of Community Extension Projects	3.32	GE	6.5
I am ready to volunteer anytime	3.32	GE	6.5
I become more accountable to one’s action	3.39	GE	3
I am willing to travel to remote places just to lend a helping hand	3.39	GE	4
I am willing to help people without expecting Anything in return	3.48	GE	1
I learn life lesson in every Community Extension Projects I participated	3.46	GE	2
<b>Composite Mean</b>	<b>3.36</b>	GE	

The students are most willing to help people without expecting anything in return because they have a heart of service in helping people. Truly it is a heartwarming activity when you have offered a hand with the people who needed it most and helping them to transform their lives into a better one. Therefore it has been seen to have a value of volunteerism in the most respondents conducting community extensions.

It was explained by the article of YMCA (2012), in their campaign “YMCA Do something Good”, that “Volunteerism is the disposition to help others without expectations to be paid back which is basically the reason why people help because it is

connected in ones heart to offer and render their helping hand to the people who needed the most. People get benefit also from volunteerism and it is the factor in making difference in the community. Another factor in making difference in the community is when people benefit also from volunteerism and through it people solve problem, improve lives and connect to other people. They are able to strengthen their own lives also as stated by Corporation for National and Community Service by 2011.

Even though all positively assessed as to a great extent, express more commitment to address and solve problems (3.32), do choose to volunteer in Community Extension Projects rather than participating in a graded NSTP (3.30) and wholeheartedly participate in Community Extension Projects conducted by the collage (3.30) got the lowest ranked and rated the least.

The students are wholeheartedly participating in the community extension projects conducted by the college. They also choose to volunteer in community extension projects rather than participating in a graded NSTP. This may clearly state that students join in the activities of Community Extension in SHL Village because of their willingness to help and the fact that it has the interpretation of great extent, it may also be assumed that those students are all dedicated to participate. It also may be because they just do it for the sake of grade in their NSTP, or somehow just to fill in their requirements

LPU is real a learning institution which has a unified educational institution catering community extensions, to which learning they had may be also used in their respective lives. Students are really encouraged to participate in social activities and in the community extension services of the institution. They are motivated to get involved actively in sharing their time, talents and treasures. Joining in community organizations, development programs and activities are designated by doing community extension was mainly done to the extent of social commitment and volunteerism in doing services. But some students are not that dedicated to do it with the fullest of their time and effort as it was stated by COMEX (2012),

As seen in the Table 3, the over - all assessment of the respondents on the " Impact of Community Extension Activities to CITHM Volunteers in terms of Knowledge was rated as Frequently with a composite mean of 3.44. Among the items enumerated "I become more aware of increased Empowerment and Collaboration/ Cooperation with service providers and beneficiaries" ranked the highest weighted mean score of 3.51, which is rated as Always. However, "I learn the true meaning and purpose of volunteerism" placed second with a weighted mean score of 3.50, which is also classified as always. It was followed by "I learn the different strategies to help improve community life "with a weighted mean score of 3.46 and classified as frequently.



**Table 3. Impact of Community Extension Activities to CITHM Students as to Knowledge**

<b>Indicators</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
I understand the real meaning of community extension	3.45	H	4
I understand the needs of the community.	3.40	H	7.5
I learn the true meaning and purpose of volunteerism.	3.50	VH	2
I learn the different strategies to help improve community life.	3.46	H	3
I understand the real essence of involvement in community development activities as in livelihood, health, peace and order, educational, spiritual and environmental concerns.	3.44	H	5
I know how to help suggest actualize better community extension projects.	3.39	H	9
I have a deeper understanding of the necessary knowledge to be shared to the beneficiaries.	3.38	H	10
I also learn additional knowledge in the new enterprises (eg. Tour package, tour guiding, environmental awareness) which are taught to the beneficiaries.	3.40	H	7.5
I am able to understand strong work ethics.	3.43	H	6
I become more aware of increased empowerment and collaboration/cooperation in service providers and beneficiaries.	3.51	VH	1
<b>Composite Mean</b>	<b>3.44</b>	<b>H</b>	

The students become more aware of increased Empowerment and Collaboration/ Cooperation with service providers and beneficiaries because it defines the scope of the power and authority and their limitation. The students in behalf of all the students of the University are always welcome to collaborate with other persons, groups or even to the government officials (service provider's) in doing the activities related to community extensions not only for the beneficiaries but also for the better future of each and every one. "It is better to give than to receive", that is why with a big heart it is their pleasure that they are here to cooperate for building safe and sound community for the beneficiaries.

The community extension programs are not only to provide students opportunities to be aware of and understand the needs and problems that are relevant on both local and national levels. But also to offer opportunities to involve him in activities designed to develop the community and less privileged. Those programs and the concept of social responsibility that happened before are really helpful and have been acceptable to the beneficiaries. Moreover the community extension serves as a connection between the school and the community (COMEX, 2012).

Students understand the community needs and they also learn additional knowledge in the new enterprises like Tour Package, Tour Guiding, Environmental awareness which are taught to the beneficiaries with the lowest weighted mean score of 3.40, which is interpreted as high. There is also a high impact to the students on knowing how to help suggest actualize better community extension projects (3.39). Lastly, there is also a high impact on having a deeper understanding of the necessary knowledge to be shared to the beneficiaries (3.38). Students mostly have a deeper understanding of the necessary knowledge to be shared to the beneficiaries. With this the respondents should be informed have a better understanding of the activity they are conducting.

The students are really encouraged to participate in social activities and in the community extension services of the institution. They are invited to get involved actively in sharing their time, talents, and treasures applying community organization and development programs, activities and services for the people. These programs are under the office of Integrated Community Extension Services (ICES) in harmonization with the academic and extra-curricular (Integrated Community Extension Services, nd).

**Table 4. Impact of Community Extension Activities to CITHM Students as to Skills Development**

	<b>Indicators</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
1.	I am able to develop teamwork among beneficiaries and other service provider	3.37	Frequently	5
2.	I develop the skills in reaching out to the needy	3.40	Frequently	4
3.	I engage in participatory approaches to ensure Effective Community participation	3.33	Frequently	10
4.	I develop the practical skills shared among beneficiaries	3.41	Frequently	3
5.	I practice new skills different from my field of specialization/expertise	3.36	Frequently	6.5
6.	I improve my communication skills used in dealing with beneficiaries and co-service providers	3.44	Frequently	1
7.	I develop quick decision-making and we judgment in product and program implementation	3.36	Frequently	8
8.	I acquire good networking / linking skills	3.34	Frequently	9
9.	I also practice leadership skills as in communication critical thinking, problem solving, decision making, etc.	3.36	Frequently	6.5
10.	I am able to join expanded connection among people groups and organization	3.43	Frequently	2
<b>Composite Mean</b>		<b>3.38</b>	<b>Frequently</b>	

*Legend: 3.50 – 4.00 = Always; 2.50 – 2.49 = Frequently; 1.50 – 2.49 = Seldom; 1.00 – 1.49 = Never*

Table 4 shows the impact of community extension activities to CITHM volunteers as to skills was rated as frequent with composite mean of 3.38. The item "I improve my communication skills used in dealing with beneficiaries and co-service providers" with a weighted mean of 3.44 or classified as the highest and is verbally interpreted as frequent. However, an indicator saying that they are able to join expanded connection among people groups and organizations, classified as second with a weighted mean 3.43 and is verbally interpreted as frequent too. The third item "I develop the practical skills among beneficiaries" with a weighted mean of 3.41 and is verbally interpreted as frequent.

They have improve their communication skills through dealing with beneficiaries and co-service providers , almost everyone at CITHM department enjoys helping others while they are learning and their skills are being practiced. In this case these students who are involved with such activity like this can help them improve their communication skills from the beneficiaries that they have helped.

Calvert and Kurji (2012) said that academic institutions are evaluated for producing graduates who are technically capable but sometimes leads to the lack of team work, and lack effective communication in the work place.

The item "I develop quick decision-making and wise judgment in project and program implementation" with a weighted mean of 3.36 rank as eight and is verbally interpreted as frequent. The ninth indicators" I acquire good networking / linkage skills" obtained a weighted mean of 3.34 and verbally interpreted as frequent. The lowest item "I engage in participatory approaches to ensure effective community participation" attained a weighted mean of 3.33 and verbally interpreted as frequent.

Engaging in participatory approaches to ensure effective community participation leads students to usually join community extension activities because they were force to do so. This was usually a part of the university requirements in order for the students to graduate and comply in their respective NSTP classes.

Tapscott (2010) discussed in his article that there are three major problems in relation with Community Service. Also it is noteworthy to look into the features of the program started and the recipients of such program as well. The programs are designed to have its effects on the student's participation or his experiences as well as the programs inequality with other programs that are directed towards a similar goal of helping the community.

As seen in Table 5, the overall assessment of "Impact of Community Extension Activities to CITHM Volunteers as to Values" was rated to frequently as a composite mean of 3.49. The item "I appreciate better chance to work other volunteers to work

towards a common goal” and “I gain more insights and lifelong learning through giving services to others particularly the needy” are both classified as the highest with a weighted mean of 3.54 and verbally interpreted as Always. However, “I become more aware of educational, spiritual, business and peace and order concerns to help improve the community” become the third to the highest with the weighted mean of 3.53.

**Table 5. Impact of Community Extension Activities to CITHM Students as to Values and Attitude**

	<b>Indicators</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
1.	I develop positive attitude towards helping others.	3.47	Frequently	8
2.	I am able to internalize more spirit of Volunteerism.	3.48	Frequently	5
3.	I practice proper values such as cooperation, Generosity, compassion, patience, respect, Tolerance, etc.	3.48	Frequently	6
4.	I become more aware of educational, spiritual, business, peace and order concerns to help improve the community.	3.53	Always	3
5.	I understand better the value of hardworking and dedication.	3.47	Frequently	7
6.	I am able to apply/ realize LPU Core Values, GLIN (God centeredness, leadership, integrity & nationalism) while doing this community extension services.	3.44	Frequently	10
7.	I develop increased responsibility for caring & sharing community resources.	3.45	Frequently	9
8.	I understand better real life situations.	3.52	Always	4
9.	I appreciate better chance to work other volunteers to work towards a common goal.	3.54	Always	1
10.	I gain more insights and lifelong learning through giving services to others particularly the needy.	3.54	Always	2
<b>Composite Mean</b>		<b>3.49</b>	<b>Frequently</b>	

*Legend: 3.50 – 4.00 = Always; 2.50 – 2.49 = Frequently; 1.50 – 2.49 = Seldom; 1.00 – 1.49 = Never*

Appreciating better chance to work with other volunteers towards a common goal gain more insights and lifelong learning through giving services to others particularly the needy, this enable the respondents to have a common goal towards the activities that the department is giving to the community and that is to give help to others with open arms. Also interacting with them knowing their stories or experiences, make them realize so many things in life.

Community Extension Services address not only the necessities of the community but rather the vision and mission of the college and in addition the desires to make training available to poor people. These also seek an exceptional and socially related instruction focus on the youthful, needy and the adolescent at hazard; and encourage the Filipino solidarity by maintaining equity and human respect. With the aim of maintaining pleasant relations with the community and establishing cooperative activities it also helps harness community resource and share all the school resources to recognize the desires and engage the community towards self-reliance (COMEX, 2012).

“I develop positive attitude towards helping others” has a weighted mean of 3.47 and verbally interpreted as frequently. Followed by “I develop increased responsibility for caring & sharing community resources” (3.45). However, “I am able to apply/ realize LPU Core Values GLIN (God centeredness, leadership, integrity & nationalism) while doing this community extension services” got the lowest ranking with a weighted mean of 3.44 but still showed a positive impact since it was verbally interpreted as frequently.

The CITHM students however forgot to apply/ realize LPU Core Values GLIN (God centeredness, leadership, integrity & nationalism) most of the time while doing this community extension services because some the respondents do not know the meaning of LPU Core Values. And also some of them took for granted the community extension activities for the sake of their grades. But somehow many respondents applied one of the LPU Core Values and that is God-Centeredness. God-Centeredness is one of the most important in every activity because in everything that the one doing it should always be dedicated to Him.

Fletcher and Major (2010) discovered that those students who volunteered or are doing charitable effort are doing it on reason of the action being identified with their vocations at some point or another. It proves that a few students who volunteer are liable upon the program they are selecting or choosing. It may be because doing volunteer works that are related with the program could be considered as practice that will use them in their forthcoming. Attaining things associated with their various program could likewise give more prominent information to them, concerning their specialty thus they may likewise distinguish what this present reality is with regards to their program. One of the greatest advances in community benefit has been the call for students to participate. In numerous colleges, it is a prerequisite to finish a specific number of hours keeping in mind the end goal to graduate.

**Table 6. Summary Table on the Impact of Community Extension Activities to CITHM Students**

Indicators	WM	VI	Rank
1. Knowledge	3.44	Frequently	2
2. Skills	3.38	Frequently	3
3. Values	3.49	Frequently	1
<b>Composite Mean</b>	<b>3.44</b>	<b>Frequently</b>	

*Legend: 3.50 – 4.00 = Always; 2.50 – 2.49 = Frequently; 1.50 – 2.49 = Seldom; 1.00 – 1.49 = Never*

Table 6 demonstrates the Summary table on the Impact of Community Extension activities to CITHM volunteers that have overall composite mean of 3.44 in weighted mean and much of the time on its Verbal Interpretation. As to the effect of group augmentation exercise to CITHM volunteers, the thing that got the most elevated rank is “value” with a composite mean of 3.49 and is verbal interpreted as frequently. “Skills” got the lowest with a composite mean of 3.38 and verbally interpreted as frequently.

As seen from the table, the thing “Value” got the highest rank because the volunteer's shared the significance of the needs of the group and giving the incentive to them. The lowest on the Summary Table on the Impact of Community Extension Activities to CITHM Volunteers is “skills” in volunteering. Some broad expertise would incorporate time administration, collaboration, and authority. Self-inspiration and others are utilized as parts of volunteering in the group.

Fletcher and Major (2010) found that those students who volunteered or are showing compassion are doing it by virtue of the activity being related to their employments sooner or later. It exhibits that a couple of student-volunteer is dependent upon the program they are choosing. Accomplishing things related with their different programs could moreover give more visible data to them, concerning their forte therefore they may in like manner perceive what this present concerns could do to their program.

Table 7 presents the mean score of Problems Encountered by Tourism Students in Implementing Community Extension Program with the composite mean of 1.75 and rated as Disagree. As observed in the table, the respondents disagreed on the item that "Delayed info/ Lack of interest to know information on community extension project schedules and activities" gets to be impediment in directing community extension projects with the highest mean of 1.81, moreover "Lack of cooperation among Community Leaders/ Government Leaders" with a weighted mean of 1.79, it was followed by "Uncooperativeness of Community service beneficiaries", "Lack of assigned person/volunteer to do proper coordination among service providers within the college/department" and, "Simultaneous community extension and college Activities

(activities are done at the same time)" as another issue which got the weighted mean of 1.78.

**Table 7. Problems Encountered in the Implementation of Community Extension Activities**

<b>Indicators</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
1. Lack of spirit of volunteerism within myself.	1.73	Disagree	11
2. Inadequate training to plan / manage community.	1.74	Disagree	9
3. Lack of budget and other logistics to implement the Insufficient time devoted to the community Extension activities.	1.76	Disagree	7
4. Simultaneous community extension and college Activities (activities are done at the same time)	1.78	Disagree	5
5. Lack of appreciation of my efforts / initiatives in Community extension planning and development	1.69	Disagree	14
6. Delayed info / lack of interest to know information on community extension project schedules and activities	1.81	Disagree	1
7. Lack of assigned person/volunteer to do proper coordination among service providers within the college/department	1.78	Disagree	4
8. Lack of proper monitoring and evaluation on the outcomes of community extension program.	1.77	Disagree	6
9. Not consistent or sustainable community extension Program implemented by the college / department.	1.74	Disagree	10
10. Lack of leadership skills among organizers and Implementers.	1.75	Disagree	8
11. Lack of cooperation among community leaders/Government leaders.	1.79	Disagree	2
12. Uncooperativeness of community service Beneficiaries.	1.78	Disagree	3
13. Lack of knowledge on interpersonal and People skills.	1.73	Disagree	12
14. Lack of skills in developing teamwork and Cooperative endeavors.	1.71	Disagree	13
<b>Composite Mean</b>	<b>1.75</b>	<b>Disagree</b>	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

Presumably, the most noteworthy positioned is "Delayed info/ Lack of interest to know information on community extension project schedules and activities" since the respondents have a ton of fun and enthusiasm for knowing the timetables of the group

and it is likewise some portion of their school educational modules. It is maybe because of the numerous activities being done and participated by the department related to extra-curricular and academics that they overlook COMEX.

As illustrated in Table 7 the most common problems encountered in implementation of community extension is “Delayed info/ Lack of interest to know information on community extension projects schedules and activities”.

On the other hand, inconsistency of sustainable community extension program implemented by college/department” obtained one of the lowest weighted mean of 1.74, followed by the “Lack of spirit of volunteerism within myself” and “Lack of knowledge of interpersonal and people skills” got the same weighted mean of 1.73 taken after by “Lack of skills in developing teamwork and cooperative endeavors” which got the weighted mean of 1.71 and succeeded by “Lack of appreciation my efforts/initiatives in community extension planning and development” which got the lowest weighted mean of 1.69.

However, the respondents disagreed that “Lack of appreciation of my efforts/initiatives in community extension planning and development” is a problem. It is because they appreciate being given to them because this will help them to progress their daily living. They have initiatives of doing the planned activity for the community to grow more. They are all willing to implement the community outreach program.

According to the community extension office, the entire academic community does not only provide opportunities just to be aware of and understand the needs and problems of the people relevant on both local and national levels, but perhaps has the opportunities to involve itself in activities design to develop the community and the less privileged one. Those programs initiated before were really helpful and have been acceptable to the beneficiaries because they show the concept of social responsibility among the students.

**Table 8. Difference of Responses on the Impact of Community Extension Activities to CITHM Students as to Knowledge When Grouped According to Profile Variable**

Profile Variables	t - value	p - value	Interpretation
Course	6.011	0.000	Highly Significant
Year Level	2.691	0.008	Significant
Age	0.442	0.658	Not Significant
Gender	2.893	0.004	Significant

*Legend: Significant at p-value < 0.05*



Based from the result, there were significant differences observed on course, year level and gender on the impact of COMEX as to the knowledge of the respondents. This was observed since the obtained p-values were less than 0.05 alpha level and this only means that the impact of COMEX varies.

The table presents the profile variables which include; course, year level, age and gender. It was determined in the interpretation that the programs enrolled by the students are highly significant in relation to the difference in their responses on the Impact of Community Extension Activities. Course with t- value of 6.011 interpreted as highly significant.

Course is highly significant with a p-value of 0 in terms of Different response of the respondents in terms of knowledge.

The course of the students varies in terms of gaining knowledge. The different courses of the student have a different stand towards having a deeper understanding of the necessary knowledge to be shared to the beneficiaries. Like BSITTM students in particular, have an additional knowledge in new enterprises (e.g. Tour Package, Tour Guiding, and Environmental Awareness) which are taught to beneficiaries. On the other hand, IHM students focus more on understanding the real essence of involvement in community development activities such as livelihood, health, peace and order, educational, spiritual and environmental concerns.

**Table 9. Difference of Responses on the Impact of Community Extension Activities to CITHM Students as to Skills When Grouped According to Profile Variable**

<b>Profile Variables</b>	<b>t - value</b>	<b>p - value</b>	<b>Interpretation</b>
Course	3.699	0.000	Highly Significant
Year Level	3.656	0.000	Highly Significant
Age	0.959	0.338	Not Significant
Gender	1.645	0.101	Not Significant

*Legend: Significant at p-value < 0.05*

As seen from Table 9, only course and year level show significant difference on the impact of COMEX as to skills. This was because the resulted p-value of 0.00 were less than 0.05 alpha level. This only implies that the two programs as well as third and fourth year students experienced different changes.

The over-all assessment of the respondents is Highly Significant in the terms of Course. It may be due to the fact that CITHM department shows various skills depending on their courses like IHM shows culinary and hospitality skills, while ITTHM students showcase tourism and hospitality skills .

Year Level was highly significant in terms responses on the impact of community extension activities to CITHM volunteers as to skills. Third year students differ from the Fourth year students depending in their experiences and learning thus they also affect their skills in implementing community extension services.

According to Israel et al., (2011) characterized group expansion program are complete arrangement of exercises that are expected to realize a succession of results among focused customers. They elucidate that a program is more than a solitary workshop or movement. In addition to other things, Extension projects are showed by: giving something that interests the members of the group and to motivate them, aiming to influence people by teaching them and showing them to use their resources that are present in nature.

This one implies that the Difference of Responses on the Impact of Community Extension Activities to CITHM Volunteers in profile factors are exceedingly huge as far as courses and year level. The course and the year level is the incessant area or progress through time or a movement of stages. In any case, age and sexual introduction issue focus just on women however the relationship among them and their parts, measure the advantages needs.

**Table 10. Difference of Responses on the Impact of Community Extension Activities to CITHM Students as to Values and Attitude When Grouped According to Profile Variable**

Profile Variables	t – value	p - value	Interpretation
Course	3.451	0.001	Significant
Year Level	2.468	0.014	Significant
Age	0.472	0.637	Not Significant
Gender	2.186	0.030	Significant

*Legend: Significant at p-value < 0.05*

The table shows the different of responses on the impact of community extension activities. It was accessed in the interpretation that course, year level and gender are significantly related. Course with the t-value of 3.451 and p-value of 0.001 and interpreted as significant. Year level is also interpreted as significant with the t-value of 2.468 and p-value of 0.014. And also the gender with t-value of 2.186 and p-value of 0.030.

Course is significantly related in the response regarding the values and attitude when grouped by course. It significantly shows that the different courses of the students vary in volunteering with values and different attitude. Sometimes doing community

extension ought to learn some different values and developing one's attitude in terms of the level of learning he/she gets in the different courses students take.

It is also shown in the table that year level being variable is interpreted to be significantly related to values and attitude too. The different year level has different disposition towards doing community extension activities. Students in the different year level understand the better value of hardworking and dedication which sometimes differs regarding the level of learning. It is because fact that the fourth year are much more aware of doing such activities like this but sometimes it has been accessed that third year students need more to develop in increasing the responsibility and appreciating to work as a volunteers towards the common goal.

The difference in responses of the respondents varies significantly in terms of sex. The mere fact that most of the respondents are female and less number of males, it has significantly difference in internalizing the spirit of volunteerism towards community extension. Female respondents are yearning to develop much of the generosity, compassion and cooperation through doing community extension and they are more active in participating rather than male respondents, so as its effects much in accessing their values and attitude toward giving services particularly to the needy.

These are supported by Laguador and Camello (2013) as they said that allowing students in participating community extension programs of the institution will not only provide them knowledge of how they can make people satisfy with their services and donations they give to the beneficiaries, but also the most important vision they must think and realize is how they could be an instrument of God's vision to impart their full talent, potentials and wisdom to become living emblems. The students who contribute to this kind of matter are being observed to be different and have positive impact to them who helped and to those who are being helped.

## **CONCLUSIONS AND RECOMMENDATION**

Majority of the students respondents are female age 18-23 years old while the most participated community extension activity/ program conducted is the Environmental Clean-up. There is a social commitment and volunteerism among CITHM student volunteers. The Community Extension activities had a frequent impact to the CITHM students regarding values and attitude, knowledge and skills. There is significant difference on the impact of community extension activities when grouped according to course, year level and gender. There is no problem encountered in the implementation of community extension program because the respondents make an effort and initiative in doing community extension activities.

It is recommended that the students may have an activity such as presentation in the class about their experience of volunteerism and how they had values and lessons of life while doing the community extension activities. Community Extension Office in cooperation with CITHM department faculty, staff and students may have an Extension Awareness Seminar about giving an awareness of the current status of SHL Restoration Village and know the things to be maintained and improve in doing extension activities.

NSTP classes may have a discussion about an awareness of what are the LPU Core Values, GLIN (God Centeredness, leadership, integrity and nationalism) and how to apply it while doing future community extension activities. The students may continuously develop teamwork among beneficiaries and other service provider to build a strong bond with each other through grabbing the opportunity in actively participating in activities provided by Tourism and Hospitality Management department to the adopted community. Volunteers may always seek the needs of the beneficiaries most especially in terms of livelihood, health, peace and order, educational, spiritual and environmental concerns for future services to them through having a monthly survey. Future research may be conducted to confirm the results of this study.

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