

Assessment of Students' Acquired Affective Learning from Involvement in Community Extension Activities

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Abstract – The College of Computer Studies (CCS) at Lyceum of the Philippines University-Batangas (LPU-B) through the university's Community Extension Office and with the collaborative efforts of its faculty, students and administrative staff conceptualize, facilitate, implement, and participate in various types of extension activities. This study aimed to assess the affective impact of community extension activities. Specifically, to determine the extent of social responsibility and volunteerism; to determine the impact on knowledge, skills, values, and attitude; identify internal and external problems encountered and create an action plan for improvement.

The study used the descriptive research design. The study revealed that students understand the needs of the community and the real essence of involvement in community development activities. Skills developed were teamwork, problem-solving, and decision-making. Values developed were of hard work and dedication. Respondents experienced problems regarding volunteerism and the lack of information as to the results of monitoring and evaluation, the limited budget, overlapping school activities, and the lack of leadership skills among organizers and implementers. The results of the study may be used by the university to conceptualize and conduct activities that may enhance social responsibility and volunteerism among its students. The action plan may be carried out so that a positive impact will be provided to the students in terms of knowledge, skills, values, and attitude. Internal and external problems may be lessened or eliminated also.

Keywords – Assessment of affective learning, Community extension, Community involvement, Service-learning

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INTRODUCTION

Higher educational institutions (HEIs) are mandated to render community extension services hand in hand with instruction and research. This is in recognition of the vital role colleges and universities play in developing communities, especially the underserved and the depressed. Pursuant to Republic Act 7722, "An Act Creating the Commission on Higher Education," which states that "... the knowledge society or knowledge economy characterizes the university not just a generator of knowledge, an educator of young minds and a transmitter of culture but also as a major agent of economic growth, a research and development laboratory and a mechanism through which the nation builds its human capital to enable it to participate in the global economy actively". It is, therefore, imperative to inspire and enable Philippine higher education institutions to become platforms for research and development, innovation, and community extension in pursuit of inclusive social and economic development.

Fitzgerald [1] mentioned, "It is an understanding among higher education institutions (HEIs) that not all knowledge and expertise should dwell inside the four corners of the academe. In fact, both expertise and learning opportunities also reside in non-academic settings". Barker [2] stated "As a response to the disconnection between the academe and the public, higher education institutions are now becoming more creative to address the issue of communicating with the public, working for the public good, as well as generating knowledge from them". Sandman and Weerts (2008) declared "To date, a renewed relationship between the academe and the public it serves had been advocated by higher education institutions. This endeavor is often referred to as engagement".

Becket et al. [3] reiterated that "Service-Learning (SL) is a specially designed learning experience in which students combine reflection with structured participation in community-based projects to achieve specified learning outcomes as part of an academic course and/or

program requirement. By participating in academic community partnerships at the local, national, or international level, students gain a richer mastery of course content, enhance their sense of civic responsibility, and ultimately develop a more integrated approach to understanding the relationship between theory, practice, ideas, values, and community”.

Lyceum of the Philippines University-Batangas is a higher learning institution that has a tri-fold function - instruction, research and community extension which are linked harmoniously to produce meaningful learning. Laguador et al. [4] mentioned “The institution together with the different academic departments, students, faculty, and administrative staff have been involved in providing extension activities to the community. Facilitating and implementing community extension activities is an act of fulfilling the mission of helping deprived people to uplift their quality of life. These also provide greater impact to the character and values of the students and employees who took part on this worthy undertaking”.

The College of Computer Studies (CCS) through the university's Community Extension Office and with the collaborative efforts of its faculty, students and administrative staff facilitates, implements, and participates in various types of extension activities like the coastal clean-up, environmental clean-up, tree-planting, gift-giving, and computer literacy. The "Computer Literacy Program" is one of the sustainable projects of the College. At present, the college is focused on providing computer literacy training to Grade 11 students of Gulod Senior High School. The training is in preparation for the TESDA National Certification Exam for Computer Systems Servicing. An agreement exists between LPU-Batangas and Gulod SHS for computer literacy training per school year for a maximum of 5 years.

Popham [5] argues that “affective measures are equally important as cognitive measures. Whereas cognitive assessments measure what students *can* do, affective assessments measure what students *will do* in the future. The cognitive and affective domains are inseparable. One is incomplete without the other”. Hall [6] stated, "Proper, ongoing assessment of the affective domain—students' attitudes, values, dispositions, and ethical perspectives—is essential in any efforts to improve academic achievement and the quality of the educational experience provided”.

The study intended to assess the impact on the effective learning of students from participating in community extension activities facilitated by the

university. As students are considered a valuable resource in the deployment of services to the community, means and measures should be carried out to uplift social responsibility and volunteerism. Current data should be encouraging for educators who incorporate service-learning into their courses and should encourage more service-learning research to understand how students benefit and what conditions foster their growth and development.

OBJECTIVES OF THE STUDY

The study aimed to assess the affective impact of community extension activities on the CCS students of Lyceum of the Philippines University-Batangas. Specifically, to determine the extent of social responsibility and volunteerism among CCS students; to determine the impact of community extension activities to the CCS students based on knowledge, skills, values, and attitude; identify internal and external problems encountered in the implementation of community extension activities, and based on the findings, create an action plan for improvement.

MATERIALS AND METHODS

Research Design

The study used the descriptive research design. Descriptive research is a method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on the “what” of the research subject than the “why”. The descriptive research method primarily focuses on describing the nature of a demographic segment, without focusing on “why” a particular phenomenon occurs. In other words, it “describes” the subject of the research, without covering “why” it happens.

Respondents of the Study

There are 24 CCS students (Computer Science, Information Technology, and Computer Technology) who served as the respondents of the study. Respondents are enrolled during 2nd Semester of SY 2020-2021 and have joined even once in any of the community extension projects of the institution or the college.

Instrument

The adapted questionnaire was based on the recent study of Pesigan, et al., [7]. 55 students answered the pilot testing. The result of reliability statistics showed that the computed Cronbach's alpha value of 0.933 signifies that the instrument for Extent of Social Responsibility and Volunteerism has strong or excellent

internal consistency as well as the questionnaire for Impact of Community Extension Activities to the Students as to Knowledge (0.897), Skills Development (0.913) and Values and Attitude (0.918) while the problems encountered obtained a Cronbach's alpha value of 0.970 for Internal and 0.973 for External which signifies excellent in the rule of thumb. Thus, this questionnaire is considered valid for use.

Data Collection

Survey questionnaires through Google Forms were administered to the respondents. Respondents were informed of the objectives of the study. Responses gathered from the survey were treated with strict confidentiality and used only for the purpose of the present research.

Data Analysis

Weighted mean and rank were used to analyze and interpret results of the gathered data.

Ethical Considerations

Data collected from the survey questionnaire are kept confidential and used only for this study. The anonymity of respondents' names and specific responses has been maintained and not disclosed or mentioned during the conduct of the study.

RESULTS AND DISCUSSION

According to the LPU-Batangas' 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 to involve itself in activities designed to develop the community and help the less privileged ones. Programs initiated before were helpful and have been acceptable to the beneficiaries because they shows the concept of social responsibility among the students" [7].

The construction of houses in the Sotero H. Laurel (SHL) Restoration Village, Tree-Planting, International Coastal Clean-Up, Community Pantry, and Gift Giving Outreach Programs are community extension activities of LPU-Batangas wherein every student at the College of Computer Studies (CCS) had been given opportunities to participate into. This part reveals the extent of social responsibility and volunteerism among the CCS students, the impact of community extension in terms of knowledge, skills, and values, and the problems encountered in the conduct of community extension projects.

Table 1. Extent of Social Responsibility and Volunteerism among the Students

INDICATORS	4	3	2	1	WM	VERBAL	RANK
1. I wholeheartedly participate in Community Extension Projects conducted by the college.	13	10	1	0	3.50	Strongly Agree	3.5
2. I become more aware of social concerns in the community.	13	10	1	0	3.50	Strongly Agree	3.5
3. I become more aware of environmental concerns.	11	11	2	0	3.38	Agree	7
4. I express more commitment to address and solve problems.	9	13	1	1	3.25	Agree	10
5. I do choose to volunteer in Community Extension Projects because I want to and not because of the grade incentive.	13	7	4	0	3.38	Agree	7.5
6. I invest more time and energy needed for the success of Community Extension Projects.	11	12	1	0	3.42	Agree	5
7. I become more accountable to one's action.	12	9	3	0	3.38	Agree	7.5
8. I am willing to travel to remote places just to lend a helping hand.	13	7	3	1	3.33	Agree	9
9. I am willing to help people without expecting anything in return.	14	9	1	0	3.54	Strongly Agree	1.50
10. I learn life lessons in every Community Extension Project I participated.	14	9	1	0	3.54	Strongly Agree	1.50
COMPOSITE MEAN	123	10	2	0	3.42	AGREE	

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

Table 1 presents the extent of social responsibility and volunteerism among the students. It shows that respondents are willing to help people without expecting anything in return (WM=3.54), and that they have learned life lessons in every community extension project they participated in (WM=3.54). Respondents agree to travel to remote places to lend a helping hand (WM=3.33) and express more commitment to address and solve problems (WM=3.25)." With a composite mean of 3.42 and a verbal interpretation of "Agree", respondents through the community extension projects they participated in were able to develop social responsibility and volunteerism.

Several verses in the Holy Bible mentions the concept of giving without expecting something in return. Luke 6:34 mentions "If you lend to those from whom you expect to receive, what credit is that to you? Even sinners lend to sinners to receive back the same amount." Christians practice this principle to please God and obey His commandments.

Community engagement pedagogies, often called "service learning," combine learning goals and community service in ways that can enhance both student growth and the common good. In the words of the National Service-Learning Clearinghouse, it is "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." Or, to quote Vanderbilt University's Janet S. Eyler (winner of the 2003 Thomas Ehrlich Faculty Award for Service Learning) and Dwight E. Giles, Jr., it is

"a form of experiential education where learning

occurs through a cycle of action and reflection as students. . . seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. . . experience enhances understanding; understanding leads to more effective action.” [8]

Sending help to people, especially in remote places, tends to be more difficult. The response to travel to remote places rank 9 whereas the commitment to address and solve problems ranks 10. These could be because of restrictions to travel and collaborate with other people due to the COVID-19 pandemic.

Table 2.1 Impact of Community Extension Activities to the Students (Knowledge)

KNOWLEDGE INDICATORS	4	3	2	1	WM	VERBAL INTERPRETATION	RANK
1. I understand the real meaning of community extension.	14	8	1	0	3.57	Strongly Agree	3
2. I understand the needs of the community.	15	7	1	0	3.61	Strongly Agree	1
3. I learn the true meaning and purpose of volunteerism.	13	7	3	0	3.43	Agree	9
4. I learn the different strategies to help improve community life.	13	7	1	1	3.45	Agree	8
5. I understand the real essence of involvement in community development activities held by the college.	14	10	0	0	3.58	Strongly Agree	2
6. I know how to help suggest better community extension projects.	12	11	1	0	3.46	Agree	6.5
7. I have a deeper understanding of the necessary knowledge to be shared to the beneficiaries.	13	9	2	0	3.46	Agree	6.5
8. I also learn additional knowledge in the new enterprises related to my field.	12	10	1	1	3.38	Agree	10
9. I am able to understand strong work ethics.	12	12	0	0	3.50	Strongly Agree	4
10. I become more aware of increased empowerment and collaboration and cooperation in service providers and beneficiaries.	13	8	2	0	3.48	Agree	5
COMPOSITE MEAN	131	89	12	2	3.49	AGREE	

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

Table 2.1 presents the impact of community extension activities to the students' knowledge. It shows that the respondents understand the needs of the community (WM=3.61) and the real essence of involvement in community development activities of the college (WM=3.58). Results indicate that respondents agree into learning the true meaning and purpose of volunteerism (WM=3.43) and acquiring additional knowledge in new enterprises related to the field (WM=3.38).” A composite mean of 3.49 and a verbal interpretation of “Agree” reveals that students have learned and acquired a deeper understanding and empowerment from participation in the community extension programs.

The Technical Education and Skills Development Authority (TESDA) was established through the enactment of Republic Act No. 7796, otherwise known as the "Technical Education and Skills Development Act of 1994", which was signed into law by President Fidel V. Ramos on August 25, 1994. This Act aims to encourage the full participation of and mobilize the

industry, labor, local government units and technical-vocational institutions in the skills development of the country's human resources. Its COMPUTER SYSTEMS SERVICING NC II Qualification consists of competencies that one must possess to install and configure computer systems, set up computer networks and servers, and maintain and repair computer systems and networks [9]. With this in mind, the College of Computer Studies collaborated with Gulod SHS to conduct computer literacy training to the latter's students. The training is in preparation for NC II certification.

The College of Computer Studies conducts a needs assessment before the conduct of a project. It has been identified that Computer Literacy Programs are beneficial to students of Gulod Senior High School. For Grade 11 students, basic competencies in using Microsoft Word, Excel, PowerPoint, and the Internet are taught in preparation for the CSS NC II Certification Exam. For Grade 12 students, advanced competencies in the installation and configuration of computer systems, setting of computer networks and computer servers, maintaining and repairing computer systems, networks, and terminals, and connecting electrical wirings and circuits are demonstrated and taught. The respondents have been informed of these objectives prior to the conduct of the computer literacy program. The respondents have volunteered and assisted in the conduct of the program through assistance to GSHS students in the use of the mentioned software during actual computer laboratory sessions.

Volunteering is an activity that requires time or talent, without any financial reward from an individual or group. Educating young people to be responsible and caring citizens is a core mission of higher education and volunteerism is one of the potent transformative tools given its well-documented impacts on student development [10]. Serving the community through volunteerism has been shown to provide a learning experience that leads to better academic performance, sharpens critical thinking skills, strengthens leadership potential [11], and boosts one's self-confidence [12]. Volunteer service in school is also associated with a stronger likelihood for students to participate in both future community service [13] and service-oriented professions in later life [14]. There is also an interesting observation that students exposed to early volunteer work are likely to enter post-graduate degree programs. Respondents had not been promised any reward for joining the computer literacy programs of the college and the university. Respondents are mostly officers of

Recognized Student Organizations (RSO) and the sense of responsibility and volunteerism in them is very evident.

Table 2.2 Impact of Community Extension Activities to the Students (Skills Development)

SKILLS DEVELOPMENT INDICATORS	4	3	2	1	WM	VERBAL	RANK
1. I can develop teamwork among beneficiaries and other service providers.	15	8	1	0	3.58	Strongly Agree	1
2. I develop the skills in reaching out to the needy.	14	8	2	0	3.50	Strongly Agree	2.5
3. I engage in participatory approaches to ensure effective community participation.	12	9	3	0	3.38	Agree	7.5
4. I develop the practical skills shared among beneficiaries.	11	11	1	1	3.33	Agree	9.5
5. I practice new skills different from my field of specialization or expertise.	11	12	1	0	3.42	Agree	5.5
6. I improve my communication skills used in dealing with beneficiaries and co-service providers.	10	14	0	0	3.42	Agree	5.5
7. I develop quick decision-making and judgment in product and program implementation.	11	10	3	0	3.33	Agree	9.5
8. I acquire good social skills in relating other people and to the community.	13	8	2	1	3.38	Agree	7.5
9. I also practice leadership skills as in critical thinking, problem solving, decision making, etc.	13	10	1	0	3.50	Strongly Agree	2.5
10. I am able to join expanded connection among people groups and organization.	12	11	1	0	3.46	Agree	4
COMPOSITE MEAN	122	101	15	2	3.43	AGREE	

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

Table 2.2 presents the impact of community extension activities on the development of students' skills. Results show that in terms of skills development, teamwork was established among beneficiaries and service providers (WM=3.58). Results indicate skills in reaching out to the needy were developed (WM=3.50) and they were also able to practice leadership skills (WM=3.50). The respondents agreed they developed practical skills shared among the beneficiaries (WM=3.33). The respondents also agreed they developed quick decision-making and judgment in product and program implementation (WM=3.33). With a composite mean of 3.43 and a verbal interpretation of "Agree", results show that respondents agree to have acquired certain skills from participating in community extension activities."

When teamwork is effective, communication, collaboration and combined efforts make for a better outcome. The premise that critical thinking is to be known as listening is to be hearing implies that critical thinking is a learned skill that must be developed, practiced, and continually integrated into the curriculum to engage students in active learning. To support this premise, focused attention needs to be placed on the application of content, the process of learning, and methods of assessment.

Prior research suggests that involvement in leadership opportunities during the college years has a positive impact on students: It enhances conflict resolution and commitment to civic responsibility, inspires a greater sense of efficacy in shaping the world around them, and enables active learning through

collaboration and improved social adjustment [15]. Creating space for students to develop leadership skills within service-learning courses not only helps students implement university-community projects but also provides substantive opportunities for the students to shape the nature of the service-learning project [16]. Thus, service-learning projects are uniquely positioned to foster leadership skills because they encourage students to become co-producers of knowledge.

A growing number of studies point to the efficacy of promoting leadership development through service-learning projects. The convergence of data from both student leadership development studies and service-learning research not only supports the claim that leadership skills can be taught, but also that leadership programs positively affect a wide range of personal and social learning outcomes, including personal efficacy and interpersonal communication skills [17].

Table 2.3 Impact of Community Extension Activities on the Students (Values and Attitude)

VALUES AND ATTITUDE INDICATORS	4	3	2	1	WM	VERBAL	RAN
1. I develop positive attitude and compassion towards helping others.	14	7	2	0	3.52	Strongly Agree	7
2. I can internalize more spirit of Volunteerism.	13	11	0	0	3.54	Strongly Agree	4.5
3. I was able to develop values such as cooperation, generosity, patience, respect etc.	15	7	2	0	3.54	Strongly Agree	4.5
4. I become more aware of needs and concerns of the community to help improve their life.	15	6	2	1	3.46	Agree	10
5. I understand better the value of hard work and dedication.	15	8	1	0	3.58	Strongly Agree	2
6. I can apply and realize LPU Core Values while doing this community extension services.	14	9	1	0	3.54	Strongly Agree	4.5
7. I develop increased responsibility for caring & sharing community resources.	14	8	2	0	3.50	Strongly Agree	8.5
8. I understand better real-life situations.	15	7	1	1	3.50	Strongly Agree	8.5
9. I appreciate better chance to work other volunteers to work towards a common goal.	14	9	1	0	3.54	Strongly Agree	4.5
10. I gain more insights and lifelong learning through giving services to others particularly the needy.	16	7	1	0	3.63	Strongly Agree	1
COMPOSITE MEAN	145	79	13	2	3.54	STRONGLY AGREE	

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

Table 2.3 presents the impact of community extension activities on the values and attitudes of students. It indicates that respondents gained more insights and lifelong learning through giving services to others, particularly the needy (WM=3.63). Through the community extension activities they participated in, they were able to understand better the value of hard work and dedication (WM=3.58). The respondents agreed that they have developed increased responsibility for caring for and sharing community resources (WM=3.50). Respondents understand real-life situations better (WM=3.50) and become more aware of the concerns of the community to help improve life (WM=3.46). A composite mean of 3.54 and a verbal interpretation of "Strongly Agree" reveals that respondents have

developed values and attitudes relative to having participated in community extension projects.

Education is inevitably value-laden, and education for sustainability is no exception with learning outcomes often consisting of affective attributes, such as morals, attitudes, dispositions and behaviors [18]. Examples of effective learning outcomes include increased attention to the future of society and intergenerational equality, empowerment of students a heightened belief that they can make a difference, and increased personal willingness to participate in solving societal and environmental problems [19]. These affective learning outcomes, described as critical reflection, values clarification and participative action by Tilbury [20] are core components for sustainability education but pose challenges for assessment and program evaluation as they are subjective, imprecise, developed slowly and seldom easily articulated [21].

Tooman [22] mentioned that "Affective learning reaches the emotional and belief system aspects of those who facilitate and participate in it." Kaushal and Janjhu [23] pointed out, "Values play a significant role in everyone's life. The values possessed and practiced by the individual in their personal as well as work-life determine the decisions taken and the activities conducted by them. The behavior of an individual is based on the values held individually and collectively".

Table 3. Problems Encountered in the Implementation of Community Extension Activities

INTERNAL INDICATORS	4	3	2	1	WM	VERBAL INTERPRETATION	RANK
1. Lack of spirit of volunteerism within myself.	3	9	9	3	2.50	Often	1
2. Lack of appreciation of my efforts in community extension planning and development.	3	7	6	7	2.26	Sometimes	4
3. Lack of interest to know information on community extension project schedules and activities.	1	10	6	7	2.21	Sometimes	5
4. Lack of assigned person to do proper coordination among service providers within the college.	4	8	4	7	2.39	Sometimes	3
5. Lack of proper monitoring and evaluation on the outcomes of community extension program.	6	5	7	6	2.46	Sometimes	2
COMPOSITE MEAN	17	39	32	30	2.36	SOMETIMES	
EXTERNAL INDICATORS	4	3	2	1	WM	VERBAL INTERPRETATION	RANK
1. Lack of leadership skills among organizers and implementers.	4	9	4	7	2.42	Sometimes	3
2. Lack of cooperation among community leaders.	4	6	7	7	2.29	Sometimes	5
3. Lack of cooperation among the community service beneficiaries.	4	8	4	8	2.33	Sometimes	4
4. Lack of planning and coordination since there are simultaneous activities with the community extension activity.	6	6	5	7	2.46	Sometimes	2
5. Lack of budget and other logistics to implement the insufficient time devoted to the community Extension activities.	4	10	6	4	2.58	Often	1
COMPOSITE MEAN	22	39	26	33	2.42	SOMETIMES	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never.

Table 3 presents the problems encountered in the implementation of community extension activities. Results indicate that with a composite mean of 2.36 and a verbal interpretation of "Sometimes," the respondents occasionally experience internal problems during community extension activities.

Lack of spirit of volunteerism ranks first, followed by the lack of proper monitoring and evaluation on the outcomes of community extension programs, and third is the lack of assigned person to do proper coordination among service providers within the college. Computer Science students are burdened with the requirements of the program, and so most of the time, they need to be coaxed and motivated to join in the community extension activities. As the Department Chairman of the college is usually assigned as the Community Extension Coordinator, students have realized that there is no specific person assigned to coordinate with the stakeholders. Documentation of monitoring and evaluation results of the activities are compiled and submitted to the Community Extension Office and not presented to the student body.

For the external indicators, with a composite mean of 2.42 and a verbal interpretation of "Sometimes," results show that respondents occasionally experience external problems during the conduct of the community extension activities. "Indicators ranked as first three are: lack of budget and other logistics to implement the insufficient time devoted to the community extension activities, lack of planning and coordination since there are simultaneous activities with the community extension activity and lack of leadership skills among organizers and implementers. Colleges in LPU-Batangas are each allocated a community extension budget at the beginning of the school year which is based on the number of enrolled students; and for smaller colleges like the College of Computer Studies, there is a limited budget set for the conduct of its community extension projects. LPU-Batangas is a dynamic university that is honed to develop its students holistically. As each college is set to spearhead activities, schedules of extra-curricular events sometimes overlap. Community extension projects are also assigned as activities to officers and members of Recognized Student Organizations (RSOs), and sometimes student officers find it difficult to exert leadership skills over members.

The conduct of community extension programs may pose problems that make it difficult for the students. Tapscott [24] 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 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 wherein the recipients would complain and exhibit a bad attitude towards the people who are helping them. And lastly, safety issues.

The lack of safety precautions makes it a problem in doing community services”.

Community extension organizers face the difficult issues and challenges of program preparations, active involvement of participants, control over resources and provisions for facilities and equipment. The reason why some projects are not executed well (Rubio et al., 2016).

Table 4. Proposed Action Plan for Improvement of Community Extension Programs

Key Result Areas	Objectives	Strategies	Outcomes
CCS Faculty	To motivate students to voluntarily participate in community extension activities of the university and the college	Special sessions thru consultation hours may be conducted wherein student volunteers would be subjected to scenarios to enhance teamwork and leadership skills and to discuss assessment and evaluation results of previously conducted community extension projects.	Socially-responsible and well-informed student body highly motivated to participate in community extension activities.
Student Services	To set values formation activities for students To motivate students to voluntarily participate in community extension activities of the university and the college	Exposure of students to seminars, webinars, trainings & other activities that will develop core values (God-centeredness, Leadership, Integrity & Nationalism) and enhance social responsibility and volunteerism.	Socially-responsible student body highly motivated to participate in community extension activities.
Organization and Administration	To maintain a roster of capable & well-trained faculty and staff in terms of conceptualization, implementation, monitoring and evaluation of community extension projects To appoint a Community Extension Coordinator per college	Continuous developmental trainings Determine staff expertise in a realistic way, drawing on strengths and acknowledging shortcomings. Assign at least 4 office hours per week to perform duties relative to conceptualization, organization, management, monitoring, evaluation, documentation, impact analysis and affective assessment of community extension projects.	A roster of capable & well-trained faculty and staff in terms of community extension projects
Community Extension	To produce sustainable community extension projects	Continue to implement community extension projects that involve faculty, staff & students.	Sustainable community extension projects
Research	To motivate faculty members, students, and staff to do research about community extension	Train and motivate faculty and students to do research about community extension.	Research to continuously improve and enhance community extension programs.

As LPU-Batangas through its Community Extension Office has carefully laid out plans and processes prior, during and after the conduct of community extension activities, internal and external problems are lessened. 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 community extension programs, therefore, serve as the instrument by which the institution instills in the mind of its community, especially 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” (COMEX, 2012).

CONCLUSION AND RECOMMENDATION

The study determined the extent of social responsibility and volunteerism among CCS students. It showed that Computer Science students are willing to help people without expecting anything in return, though the students need to be encouraged and motivated to participate. Nonetheless, they were able to perform and learn life lessons in every community extension project they participated in. The study determined the impact of community extension activities on the CCS students based on knowledge, skills, values, and attitudes. Respondents understand the needs of the community and the real essence of involvement in community development activities of the college. Skills developed were teamwork, problem-solving, and decision-making. Respondents gained more insights and lifelong learning through rendering services to the needy. Thru the community extension activities they participated in, they were able to understand better the value of hard work and dedication. The study identified internal and external problems encountered in implementing community extension activities. Respondents sometimes experience internal problems regarding volunteerism and the lack of information as to the results of monitoring and evaluation after the conduct of each community extension activity. Respondents sometimes experience external problems regarding the limited budget, overlapping school activities, and the lack of leadership skills among organizers and implementers. As LPU-Batangas through its Community Extension Office, has carefully laid out plans and processes prior to, during and after the conduct of community extension activities, internal and external problems are lessened. An action plan was formulated to improve the Community Extension programs of the College continuously.

To the LPU-Batangas Management, specifically its Community Extension Office, seminars, webinars and trainings may be conducted to enhance social responsibility and motivate students to do community extension voluntarily. To the College of Computer Studies, pre and post-assessments not only to beneficiaries but also to student-volunteers may be conducted to ensure the development of knowledge, skills, attitudes, and values. Special sessions through consultation hours may be conducted wherein student volunteers would be subjected to scenarios to enhance teamwork and leadership skills. Assessment and evaluation results of previous community extension projects may also be discussed. To the LPU-Batangas Management, the appointment of a Community

Extension Coordinator per college – which may be assigned 4 office hours per week to perform duties relative to conceptualization, organization, management, monitoring, evaluation, documentation, impact analysis and affective assessment of community extension projects. To the LPU-Batangas Management, to ensure the proper scheduling of institutional activities and competitions so as not to cause overlapping of events and conflict of interest of the students. For future researchers, a study on affective assessment may be conducted at the end of each school year to measure the effectiveness of the implemented community extension projects.

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