

Community Outreach Program (COP of the University of Bohol, Philippines

TITO T. TUBO

<http://orcid.org/0000-0003-0143-7776>

tttubo@universityofbohol.edu.ph

ABSTRACT

Community outreach program (COP) is an essential component that converges the curriculum and provides opportunities to the people in the academe to apply the theories and concepts into actual life settings. This study looked into the effectiveness of the implementation of the institutional, programmatic schemes of the community involvement of the administration, faculty members and students of the University of Bohol. The study made use of the descriptive survey method with the aid of a self-constructed questionnaire. The locale of this study was the University of Bohol and the communities that were recipients of the university's community outreach program. The respondents of this study were the students and teachers of the different colleges of the University of Bohol, and the community officials of the communities who were involved in the community outreach program. The self-constructed questionnaire consisted of the Level of Attainment of the goals and objectives; Problems Met; Level of Participation and Involvement and Level of Satisfaction of the COP. The statistical treatments were used in the verification of the reliability of the results; and the treatment of the data analysis and interpretation of data using weighted mean, significant difference of uncorrelated means, analysis of variance, Scheffe's test, Chi-square. A significant difference in the ratings for teachers and students in the attainment of goals and objectives of the COP was noted in the Teachers College in which the teachers had significantly higher ratings than students.

Keywords: Social Science, Community Outreach Program, Curriculum, Descriptive, Bohol, Philippines, Asia

INTRODUCTION

The role played by today's universities encompass the process of improving and updating the cultural level of graduates and non-graduates through a unique program where teachers and students work together in linkages with the community. As mentioned by Page & Czuba (1999), students who engaged in the community had a higher probability of staying and going back to the community after their graduation to make a difference. Community engagement has short-term gains for the community, and the experiences they get would lead to long-term benefits for graduates' community life. This essential finding surfaced at a time when scholars, politicians and pundits alike debated that crises in civic disengagement affected the American politics. As a solution, the academic community linked partnership with organizations in the city with several experiential teaching methodologies to provide education to students about the importance of civic engagement. Further, the reinvention of the American university to be a mission-oriented institution with particular attention given to its strategic structures, programs, and mechanisms in enabling with progressivists' intention through academically-based community service (Harkavy, & Puckett, 1994).

The University of Bohol (UB), true to its mission is no doubt setting trends in education through the development of varied and innovative programs/projects that mobilizes resources to be able to respond to the many challenges in development. It continuously exists to serve others through academic, non-academic, and special programs. As shared by LeGates, & Robinson (1998), the institutionalization of reforms as to the public sector according to academic literature argued that universities are in the best position to establish certain partnership roles-convenor, planner, and capacity builder. The right partnerships between universities and the communities need to be built based on mutual respect, equal status, and mutual give and take.

In the pursuit of academic excellence, the university does not confine its activities to the four walls of the classroom. It is in the community that

application, synthesis, and reflection of the holistic use of the educative process is realized. Quality is the single most important goal in education. We all recognize that there are problems with today's education system. Students are leaving or graduating from high school and college unprepared to meet the demand of society. This problem has a ripple effect throughout society. Students who are not prepared to become responsible citizens become a burden to society. As Votruba (1992), said, the exposure of future graduates to internship programs in the community is perceived to make them more prepared when compared to those who completed their studies on small classroom instruction only. The process of building the courses' public relations that are collaborated with the university's long-term outreach programs in the community upon which the educational institution resides. Apart from providing opportunities for the university to fulfill its teaching, research and service objectives, community-based programs allow public service more relevantly, by collaborating with the community where it draws support and resources.

If the quality of education has to improve; it must be led by today's education professionals who can cope with the demands of the changing times. The major difficulty education professionals face today is their inability to deal with setbacks in providing quality education. Education must undergo a paradigm shift. Old norms and beliefs must be challenged. Schools must learn to work with fewer resources. Education professionals must help students develop the skills they need to compete in a global economy.

Education professionals must be aware that a commercial quality program will not work in education. The culture, environment, and work process are different in each organization. Education professionals must be provided with a program that is specifically designed for education. One of the key components of a quality program for education is the development of a measurement system that enables education professionals to document and demonstrate the added value of education for the students and the community. Education is the primary mission of Extension. As people work at the local levels, they perceive this effort as extension education. One way to approach is by examining the basic components through information and communication, skill development, attitude, and action.

This study was done to assess the outreach program according to benchmarking quality and standards required by accrediting bodies. This study aimed to look into how successful the translation of the community outreach plans to actual practice and implementation in all colleges of the University of Bohol. Furthermore, it attempted to look into the effectiveness of the implementation of the institutional, programmatic schemes of the community involvement of the administration, faculty members, and the students. In effect, are the persons involved see the relevance and impact of the community projects in honing their competencies and future outcomes? Is their involvement clearly defined as they actively engaged in these articulations of plans for the community? The study delved into the verifiable indicators for the undertakings at all levels. It was to marry the curricular relevance into actual practice and application in community work.

The researcher assessed the level of participation and involvement and level of satisfaction of the participants in the community outreach program to strengthen the best practices and correct the deficiencies. Today, community involvement has taken on renewed significance in discussions and configurations for school improvement. Local educational legislation; political slogans; and casual conversations about schooling are likely to include references to the role or responsibility of the community.

The community extension service in the Philippines was implemented during the Spanish era, though it was organized into the national system in 1952 (Gonzales and Maghamil 2009). There are many ways to define the community extension program. However, in the context of the educational institute well-defined by Israel, Harder and Brodeur (2011), community extension was described as a “*comprehensive set of activities intended to bring about a sequence of outcomes among targeted clients.*” They clarified that a program is more than a single workshop or activity. Some community service activities are related to their environment.

The goal of corporate social responsibility is to be fully aware of the corporation's actions and to encourage a positive impact on the environment, the community, its employees, and all stakeholders. Furthermore, corporate responsibility encourages public interest by improving community development projects. Corporate responsibility enables corporations to develop relationships with their local communities through the community services process.

One of the responsibilities of education, therefore, is to help the individuals become effective members of the home and in the community. Today's educators and parents should realize that the development of the countryside is the trend in Philippine community life. It is an operational approach towards bringing disadvantaged areas to a visible level of functional literacy, community health and sanitation, economic productivity, receptiveness to population control and family planning concepts and practices, awareness of current government program and projects and interpersonal and inter-agency communication.

Legal Bases

This study is founded on legal documents, excerpts of which are hereunder quoted to provide insight into the vision and perspective of the research. Every educational institution shall provide for the establishments of appropriate bodies through which the – members of the educational community may discuss relevant issues and communicate information and suggestions for assistance and support of the school and the promotion of their common interest (The Education Act of the Philippines - Chapter 1, Sec. 7: Community Participation).

Article II, Section 17 of the 1987 Philippine Constitution provides:

The state shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development.

This policy is expressed and stressed in the provision of Presidential Decree No. 6-A that is complementary to the national education aims which are to:

1. Provide all citizens with a broad general education responsive to the changing needs of the country;
2. Accelerate the training of the nation's manpower in the middle-level skills and upgrade the technical skills necessary for socio-economic

- progress;
3. Develop the various professions that will provide leadership for the nation and advance knowledge for improving the quality of human life;
 4. Preserve the cultural heritage and promote;
 5. Respond to the changing needs and conditions through a system of planning and evaluation.

These are articulated in the goal of tertiary education outlined in Section 23 of Batas Pambansa 232 or The Education Act of 1982 which are as follows:

1. To develop the profession that will provide leadership for the nation and
2. To advance knowledge through research work and apply new knowledge to improve the quality of human life and respond effectively to changing societal needs and conditions.

For this purpose, the Commission on Higher Education (CHED) was established by Republic Act. No. 7722, otherwise known as the Higher Education Act. of 1994. The creation of the CHED is concerned with the philosophy that higher education has excellence and relevance to harness, develop and catalyze the constructive use of the full potential of Filipinos.

Specifically, CHED Memorandum No. 50, mandates that the school should render community extension services. In this connection, the code of Professional Ethics for teachers and school officials emphasize the importance of school-community relations through the following provisions:

Article III, Section 1, a mold of the youth, all school officials and teachers should strive loyally and devotedly to render the best service and to have participation in community movements for moral, social, educational, economic and civic betterment. Article III, Section 5, as an intellectual leader in the community, especially in the rural, school officials or teachers should welcome every opportunity to serve as a counselor in matters affecting the welfare of the people. The teachers and school officials should, therefore, participate actively in the life of the community. Their participation in the life of the community is needed most in the development of creative leadership and the process of social reconstruction. The school should help promote the economic and social conditions of the community.

Roles of Corporate Social Responsibility in community development. The community is generally defined as a group of people sharing a common purpose, who are interdependent for the fulfillment of certain needs, who live nearby and interact on a regular basis. There are shared expectations for all members of the group and responsibility taken from those expectations. The group considers and respects the individuality of other persons within the community.

It is significant to look into the characteristics of the program that is implemented and the beneficiaries of such program as well. The program is designed to have its effects on how the student will construct his experiences as well as the program's differences with other programs directed towards a similar goal of helping the community. (Tapscott, 2010).

Volunteers' embeddedness within communities and organizations, living and working alongside individuals in the community and their colleagues, enables them to develop a shared understanding of each other and the challenges they face. Where this works effectively, it creates strong personal bonds and relationships which leads to a different kind of collaboration, based on a mutual appreciation of each other's knowledge, skills, and networks. These more informal relationships help to build trust, contribute to the general on of such outcomes (such as increased confidence, agency, and leadership skills) that enable solutions to be owned and sustained at the local level and harness networks that enable things to get done.

Fletcher and Major (2009) found out that students who have volunteered or are doing volunteer work are doing it because the activity is related to their future careers. It showed that some students volunteer depending on their course, but it has to be that what they are doing is also related to what they are studying. It might be because doing volunteer work that is related to coursework can be considered as experiences that will help them in their future undertakings. Doing things related to their respective courses can also provide them with greater knowledge about their craft, and so they can have a real world or realistic experience when it comes to their courses.

In a community, there is a sense of cooperation or commitment to the group welfare, of willingness to communicate openly, and of responsibility to and for others as well as to one's self. Most importantly, there exist community leaders who are responsible for the success of any community event, depending on the needs of the community and the individual's feelings. The community leaders are individuals who strive to influence

others to take responsibility for their actions, their achievements, and the community welfare.

As Ismael (2009) noted in his study titled “Corporate Social Responsibility and Its Role in Community Development: an international perspective, the common roles of CSR in community development”, corporate social responsibility (CSR) means the strategies firms or corporations employ their business that is considered ethical, in a friendly way to the society and adds developmental value and benefit to the community. It articulated the role of CSR in community development because the very essence of CSR is towards seeing its impact in community socially, environmentally and economically. Competencies required by CSR managers are also analyzed to have a better understanding of the practical aspects of CSR. Finally, it discussed conclusions and implications for future researchers.

Educators sometimes are content to let parents and families take the initiative in becoming involved in their children’s education. However, for a real partnership to occur, education must look at ways in which the school can initiate this involvement. In such a partnership, the school and the home share responsibility for children’s learning; the relationship is based on mutual respect and acknowledgment of the assets and expertise of each member. As an extension of this partnership, the school can emphasize a broad base of community involvement. When school develops and implement strategies for promoting effective school-family-community partnership, the result is improved learning for all students and strengthen schools, families, and communities.

The present condition of the Philippine society wherein a significant portion of the population is unemployed and unproductive, calls for a resolute society to alleviate the societal condition. The lives of a significant number of Filipinos today are endangered because of poverty, deprivation, and environmental deterioration. The Philippine government has been searching for development strategies to eradicate poverty and achieve a better quality of life for its citizenry. The government cannot do it alone. It needs the civil society such as non-government organizations to ease the suffering of Filipinos.

Community development is progressive when a group of people in a community initiates and actively participates in undertaking development activities with an intention to improve the individuals and to empower the community. To empower the people means arming them with the skills and knowledge to increase their level of self-esteem. It is necessary to

use facilitation and adult education to empower the people. Facilitation is people-centered.

Here, community members can adequately express their creativity and can participate in problem-solving. Facilitation is not controlling the people, the process enables and allows them to solve the problem by working together. In facilitation, the worker must encourage the people to share their opinions, ideas, and suggestions. This process is done through listening, asking questions, and probing. Community members are partners, not clients nor beneficiaries. A development worker believes that people can be trusted in managing community projects. A worker assumes mutual relationship and shared leadership because he/she respects them. Here, a worker gives priority to the horizontal relationship over the vertical relationship.

During the past decade, community service has been offered as a panacea for the ailing educational systems laxity in American youth. Former Presidents George W. Bush and Bill Clinton sponsored legislation that encouraged the youth to serve in the improvement of their local communities. Community service is frequently recommended as an antidote for ills in society, weakness in youth or both. Community service appeared to be obvious because occasion for youth to experience themselves as moral agents promotes action-based engagement with the condition of personnel needed and social inequality (Youniss, 1997).

Extension community service. Service learning is a pedagogy based on the philosophy of experiential learning through which participants gain knowledge of the real-world situation. The assumption is based on the idea that linking this learning to classroom academic ideas develops student's critical thinking, a strong motivation for learning and contribution to meaningful ways to address social problems.

It is a form of human service, an act of helping other people meet their needs in an organic social context. Human service has emerged in response to the increasing human problems in the modern world. The complication of living in a fast pace and transforming society cause massive stress on human conditions. Often people are unable to meet their own basic needs due to harsh social conditions and oppression (Harris, 1997). Further, he described the university's design of nonformal educational strategies in its outreach department that worked in a rural community facing an economic crisis.

The paper questioned the university's commitment to social responsibility in disbanding the outreach department and other such effective programs.

The existing literature on community involvement in schools highlights the importance of reflection and evaluation. Because school-community collaboration is a process, it is essential that partners take the time to reflect on and evaluate the quality of their interaction and the implementation of their partnership activities. This exercise will assist in the refinement of collaborative efforts and the enhancement of collaborative skills.

However, to engage in this type of reflective action, partners need time to meet. Time is an increasingly rare commodity, especially among professional educators in schools. The challenge of finding time for professional educators to engage fully in collaborative efforts with the community is perhaps felt greatest in resource-poor urban schools that stand to benefit most from well-planned community partnership. This challenge has been successfully met in many schools with strategies that include holding planning meetings before or after school and using volunteers to cover classrooms so that teachers have time to meet during the school day (Sanders, 2003). She added that there was a need to strengthen the community leadership of the school managers to harness and coordinate the potentials and efforts of all sectors for the common good.

This study intended to:

1. identify the status of the community program in the context of activities undertaken by each college;
2. determine the significant difference in the responses of faculty and students on the level of attainment of goals and objectives of the COP; and,
3. determine the significant difference in the problems met during participation of the program

RESEARCH METHODOLOGY

The study used the descriptive survey method with the aid of a self-constructed questionnaire. The locale of this study was the University of Bohol and the communities where the outreach programs were conducted. Table 1 shows the location of the outreach programs of the different colleges.

Table 1. Recipients of the community outreach program of the department

Department	Location	Municipality
College of Arts and Sciences	Brgy. Ewon	Sevilla, Bohol
Teachers College	Cancatac Elem.School Brgy. Cancatac	Corella, Bohol
College of Business and Accountancy	Brgy. Bayacabac	Maribojoc, Bohol
College of Engineering and Technology	Habitat for Humanity Foundation, Brgy, Tangnan	Panglao, Bohol
College of Nursing	Brgy. Anislag	Maribojoc, Bohol
College of Midwifery	Brgy. Health Center	Mangga District, Tagbilaran City, Bohol
College of Pharmacy	Habitat for Humanity Foundation, Brgy, Tangnan	Panglao, Bohol
College of Hotel Management, Tourism, and Nutrition	Maribojoc Tourism Center	Maribojoc, Bohol
College Physical and Occupational Therapy	Baclayon, Health Center	Baclayon, Bohol
College of Architecture and Fine Arts	Booy Elem. School	Booy Annex, Tagbilaran Bohol
Criminology	Cabawan District Jail	Cabawan District, Tagbilaran Bohol

The respondents of this study were the students, teachers of the different colleges of the University of Bohol, and officials of the communities who were recipients of the community outreach program. Table 2 also presents the distribution of respondents of the COP.

Table 2. Distribution of respondents

Colleges	Teachers	Students	Community			
	Q- Distributed	Q-Re-trieved	Q-Distri- buted	Q-Re- trieved	Q-Dis- tributed	Q-Re- trieved
College of Arts and Sciences	21	21	6	6	15	15
Teachers College	11	10	54	53	15	15
College of Business and Accountancy	14	11	74	71	15	10
College of Engineering and Technology	23	23	55	55	15	10
College of Nursing	11	11	27	27	15	15

College of Midwifery	3	3	6	6	15	10
College of Pharmacy	4	4	19	19	15	10
College of Hotel, Management, Tourism	9	8	29	27	15	10
College of Physical and Occupational Therapy	5	5	5	5	15	12
College of Architecture and Fine Arts	6	3	13	13	15	11
College of Criminology	7	6	36	36	15	14
Total	114	105	324	318	165	122

The self-constructed questionnaire consisted of five parts: Part I-Profile of respondents; Part II-Level of Attainment of the goals and objectives of the COP; Part III-Problems Met in the COP. The respondents chose and checked their answers from a list of responses.

To answer the questions on the level of attainment of goals and objectives on the community outreach program, problems met on the sustainability of the community outreach program, level of satisfaction of the respondents, and the level of participation and involvement of the respondents in the community outreach program, the respondents specified their responses, and these responses were given weight equivalents for statistical purposes, to wit;

Table 3. Levels of attainment of goals and objectives

Level of Attainment of Goals and Objectives			
Symbol	Description	Meaning	Equivalent
FA	Fully Attained	The condition is very visible and are strongly felt by the respondents	4
MA	Moderately Attained	The conditions are visible but not so obvious, and its impact is not so strongly felt by the respondents	3
LA	Less Attained	The conditions are observed, but the impact is barely felt by the respondents	2
NA	Not Attained	No condition is observed nor felt at all	1

Problems Met			
VS	Very Serious	The conditions are very visible and are strongly felt by the respondents	4
MS	Moderately Serious	The conditions are visible but not so obvious, and its impact is not so strongly felt by the respondents	3
LS	Less Serious	The conditions are observed, but the impact is barely felt by the respondents	2
NP	Not a Problem	No condition is observed nor felt at all	1

The researcher asked permission from the deans of the different colleges of the University of Bohol for the distribution of the questionnaire to the faculty and students. Copies of the survey questionnaire were also distributed to the different community officials for the community respondents.

To ensure the validity of the research instruments, the researcher personally distributed and retrieved the questionnaires. The responses were tallied and collated in tables for analysis and interpretations.

The statistical treatment was divided into two: first was the verification of the reliability of the results, and second was the formula on how to treat the data. The gathered data were classified, tallied and laid-out in a table for easy comprehension, especially, the numerical data. The frequencies of the responses of each question-item were tallied, the percentage equivalent of each frequency was calculated. The data were then interpreted using frequencies, percentages, weighted mean, t-test for significant differences of uncorrelated means.

RESULTS AND DISCUSSION

Table 4 presents the 11 colleges with their activities in the community outreach programs.

The College of Arts and Sciences conducted activities in Ewon and Ewon Elementary School of Ewon Sevilla, Bohol such as Tutorials which is done every semester or twice a year and every August and December; Tree Planting and the holding of Seminars and Training done every September; Bundle of Joy and Feeding Program every August and December.

The Teachers College conducted activities in Cancatac Elementary School of Cancatac Corella, Bohol such as Tutorials done every August and December; School Beautification every August; and Bundle of Joy every August and December.

The College of Business and Accountancy conducted activities in Bayacabac, Maribojoc, Bohol such as Bundle of Joy and Feeding Program which is done every September or December.

The College of Nursing conducted activities on Community Health Nursing in Anislag, Maribojoc, Bohol which is regularly done every semester participated in by CHN students, faculty and the officials

The College of Midwifery conducted activities in the community of Maribojoc, Bohol such as Pre-Natal care every semester in the health centers.

The College of Pharmacy conducted activities with the Habitat for Humanity Foundation in Tangnan, Panglao, Bohol such as Bundle of Joy and Herbal Plant Culture. As to the time frame, there was no definite schedule. The last event was in the Center for Disabled Persons.

The College of Hotel Management, Tourism, Nutrition and Dietetics conducted activities in Maribojoc Tourism Center, Maribojoc, Bohol such as Tour Guiding every September.

The College of Physical Therapy conducted activities in Baclayon Health Center, Baclayon, Bohol such as health/physical alignments during the month of September.

The College of Architecture and Fine Arts conducted activities in Booy Elementary School, Booy, Tagbilaran City such as mural paintings. The time frame was dependent on the instructor as to when such activity was conducted.

The College of Engineering and Technology conducted activities in the Habitat for Humanity Foundation, Tangnan, Panglao, Bohol as "Sweet Equity". The schedule was dependent on the time suggested by the Community Extension Office of the school.

The College of Criminology conducted activities in Cabawan City Jail, Cabawan District, Tagbilaran City Jail such as Rehabilitation and Bundle of Joy every semester.

Table 4. Activities conducted by each college

Colleges	Activities	Time Frame	Persons Involved	Venue
Arts and Sciences	Tutorial	August and December	Elementary Students, English Majors and Filipino Majors	Ewon Elem. School Sevilla, Bohol
	Tree Planting	September	Recipients, Faculty and Students Officer	Ewon, Sevilla, Bohol
	Bundle of Joy and Feeding Program	August and December	Elementary Students, English and Filipino Majors and Students Officer	Ewon Elem. School Sevilla, Bohol
	Conduct Seminars and Training	September	Officials, Faculty and Pol. Sci Majors	Ewon Brgy. Hall Sevilla, Bohol
Teachers College	Tutorial	August and December	Filipino Majors and Students Officer	Cancatac Elem. School Corella, Bohol
	School Beautificatio	August	Faculty, School Officials, and Students Officer	Cancatac Elem. School Corella, Bohol
	Bundle of Joy and Feeding Program	August and December	Elem. Students, Kamafil Org. and Students Officer	Cancatac Elem. School Corella, Bohol
Business and Accountancy	Bundle of Joy and Feeding Program	September or December	Officials, Students Officers, and Faculty	Bayacabac, Maribojoc, Bohol
Nursing	Community Health Nursing	Regular: Every Semester	Officials, Students - CHN and Faculty	Anislag, Maribojoc, Bohol
Midwifery	Prenatal Care	Regular: Every Semester	Health Personnel, Students Intern, and Faculty	Maribojoc Health Center Maribojoc, Bohol

Pharmacy	Bundle of Joy	No Definite Time	HHF Officials, Students Officers, and Faculty	HHF - Tangnan, Panglao, Bohol
	Herbal Plants Culture	No Definite Time	Students and Faculty	HFH - Tangnan, Panglao, Bohol
Hotel Management, Tourism, Nutrition	Tour Guiding	September	Tourism Center Personnel, Students, and Faculty	Maribojoc Tourism Center Maribojoc, Bohol
Physical Therapy	Health/Physical Alignments	September	Health Center Personnel, Students, and Faculty	Baclayon Health Center, Baclayon Bohol
Architecture and Fine Arts	Mural Painting	No Definite Time	School Officials, Students, and Faculty	Booy Elem. School Booy, Tagbilaran City
Eng'g and Technology	Sweet Equity	No Definite Time	HHF Officials, Students, and Faculty	HHF - Tangnan, Panglao, Bohol
Criminology	Jail Rehabilitation	Regular: Every Semester	Jail Officers, Students, and Faculty	Cabawan City Jail Cabawan Dist. Tagbilaran City
	Bundle of Joy	Regular: Every Semester	Students and Faculty	Cabawan City Jail Cabawan Dist. Tagbilaran City

Table 5. Test of difference between responses of teachers and students on the level of attainment of goals and objectives

Colleges	Computed t	Critical Value at 20 df and 0.05 LS	Result	Decision
Arts and Sciences	0.118763	2.086	Insignificant	Accept
Education	2.477793	2.086	Significant	Reject
Commerce, Business, and Accountancy	0.767784	2.086	Insignificant	Accept
Engineering and Technology	0.896174	2.086	Insignificant	Accept
Nursing	1.50106	2.086	Insignificant	Accept
Midwifery	1.832276	2.086	Insignificant	Accept
Pharmacy	0.54607	2.086	Insignificant	Accept
Hotel Management, Tourism, and Nutrition	1.95418	2.086	Insignificant	Accept

Physical Therapy	0.50718	2.086	Insignificant	Accept
Architecture and Fine Arts	1.50454	2.086	Insignificant	Accept
Criminology	2.55525	2.086	Significant	Reject
Overall Mean Difference	0.275227	2.086	Insignificant	Accept

A significant difference in the ratings by teachers and students in the attainment of goals and objectives of the community outreach program was noted in the Teachers College in which the teachers had significantly higher ratings than students. This implied that teachers had greater value in their involvement in the community. In the case of Criminology, the students had significantly higher ratings than the teachers

Table 6. Test on the difference in the responses of teachers and students on the problems met in the community outreach program

Colleges	Computed t	Critical Value at 18 df and 0.05 LS	Result	Decision
Arts and Sciences	0.2749	2.101	Insignificant	Accept
Education	6.350682	2.101	Significant	Reject
Commerce, Business, and Accountancy	4.41999	2.101	Significant	Reject
Engineering and Technology	2.03673	2.101	Insignificant	Accept
Nursing	1.822426	2.101	Insignificant	Accept
Midwifery	0.746557	2.101	Insignificant	Accept
Pharmacy	1.789786	2.101	Insignificant	Accept
Hotel Management, Tourism, and Nutrition	5.30339	2.101	Significant	Reject
Physical Therapy	2.71378	2.101	Significant	Reject
Architecture and Fine Arts	9.061773	2.101	Significant	Reject
Criminology	1.39156	2.101	Insignificant	Accept
Overall Mean Difference	1.1663	2.101	Insignificant	Accept

Teachers had significantly higher ratings of problems encountered in the Teachers College and College of Architecture and Fine Arts. On the other hand, the students had significantly higher ratings of the problems encountered for the College of Business and Accountancy, Hotel Restaurant Management, Tourism and Nutrition and Physical and Occupational Therapy.

CONCLUSION

1. The Community Extension Programs were a big help to the communities, and the services reflected the expertise of the colleges.
2. The goals and objectives of the extension program were generally attained to a high degree.
3. Teachers and students differed significantly in their ratings of the extension program.

REFERENCES CITED

- Fletcher, T.D., and Major, D.A. (2009). Medical students' motivations to volunteer. An examination of the nature of gender differences. *Sex Roles*. Retrieved from <https://goo.gl/UZGvJN>, (accessed last 16 January 2017).
- Harkavy, I., & Puckett, J. L. (1994). Lessons from Hull House for the contemporary urban university. *Social Service Review*, 68(3), 299-321. Retrieved from <https://goo.gl/gPo2oz>, (accessed last 15 January 2017).
- Harris, E. M. (1997). Not essential to teaching and research: the Buchans community learning process. *Canadian Journal for the Study of Adult Education*, 11(1), 1-26. Retrieved from <https://goo.gl/nrg4mR>, (accessed last 15 January 2017).
- Ismail, M. (2009). Corporate Social Responsibility and its role in community development: An international perspective. *Journal of International Social Research*, 2(9). Retrieved from <https://goo.gl/5L1tny>, (accessed last 10 January 2017).
- Israel, G., Harder, A. & Brodeur, C. (2011) What is Extension Program. Retrieved from <https://goo.gl/LyDn4o>, (accessed last 15 January 2017).

- LeGates, R. T., & Robinson, G. (1998). Institutionalizing university-community partnerships. *Journal of Planning Education and Research*, 17(4), 312-322. Retrieved from <https://goo.gl/FXp3QR>, (accessed last 10 February 2017).
- Page, N., & Czuba, C. E. (1999). Empowerment: What is it. *Journal of extension*, 37(5), 1-5. Retrieved from <https://goo.gl/aNAhny>, (accessed last 16 November 2016).
- Sanders, M. G. (2003). Community involvement in schools: From concept to practice. *Education and urban society*, 35(2), 161-180. Retrieved from <https://goo.gl/TU7YTi>, (accessed last 15 January 2017).
- Tapscott, W. (2010). Three problems with Community Service.
- Votruba, J. C. (1992). Promoting the extension of knowledge in service to society. *Metropolitan Universities*, 3(3), 72-80. Retrieved from <https://goo.gl/3q2sGc>, (accessed last 15 January 2017).
- Youniss, J., & Yates, M. (1997). *Community service and social responsibility in youth*. University of Chicago Press. Retrieved from <https://goo.gl/Wyh7iR>, (accessed last 15 January 2017).