Involvement of faculty, staff and students in community extension services programs: An analysis

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Abstract

This study sought to find out the reasons of faculty and students in participating community extension services, the extent of participation in the program/ project/activities and the problems encountered in the implementation of the community extension services. The data needed in the study were gathered through the use of two sets of questionnaires: questionnaire for faculty and questionnaire for students. The respondents were all the faculty and 4th year students of College of Criminal Justice Education, School Year 2014-2015. The study used the descriptive survey instrument and the data gathered was analyzed statistically through the use of frequencies and percentages. The results of the study showed that the main five (5) main reasons of the faculty in participating community extension services are to "realize the Vision-Mission of NWU", "brings people together", "brings learning beyond the classroom", "help to augment the income of the families through livelihood program" and "establish close relationship with target barangays" while the students, "requirement for accreditation" was their main reason. Faculty from the College of Criminal Justice was actively participating in the extension programs, projects and activities of the different key area programs of extension, however students focused merely on their field of specialization which is on "crime prevention" and "martial arts and disarming techniques training". The main problem of the faculty encountered during the implementation of the community service was "community extension fund is limited" while the students, the problem on "community".

Keywords: community extension program, involvement of faculty and students

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1. Introduction

Republic Act 7722, otherwise known as The Commission on Higher Education (CHED) mandates institutions of higher learning to respond to the call for societal transformation (Bidad & Campiseño, 2010) thus, the University implements extension service programs through the different colleges. The ultimate aim of community service is to provide opportunities of the target clientele to improve their socio-economic well-being and to enable every member of NWU community develop the spirit of social responsibility anchored on Godly values. The involvement of the employees, academic and non-academic, and students in community outreach programs helps in the realization of the mandate of CHED and most importantly the vision and mission of the university.

Northwestern University as a catalyst agent of change develops individuals to become socially responsible and loyal citizen of the Philippines. The institution plans and implements an extension program that is need and client-based. Community extension services cater to various aspects of the community life like economic growth, promotion of health, environmental management, and social development. The key program areas for the community extension services are: (1) Social Development that includes institution building and literacy programs; (2) Environmental Management/Health and Sanitation; (3) Economic Development/Livelihood Enhancement; and (4) Special Program that includes Cooperative Training Provider and Ecosystem. Management. These program areas are extended to adopted.

Barangays which are funded by the University Extension Fund upon the approval of the President. Evaluation is immediately conducted after the activity to identify the strengths and weaknesses of the program. The feedbacks are used to improve the community extension program. Through community extension services, the faculty and students meet and mingle with the people in the community and gain different kinds of experiences which help them develop the CORE Values of the University- strong faith in God, selfless service, hard work, honesty and integrity and compassion. Through the different activities and programs undertaken, the Institutional Philosophy, Vision, Mission and Objectives (IPVMO) will be realized.

This research, therefore, was conducted to determine the extent of participation of the faculty/staff and students in participating community extension services, problems encountered during the implementation of community extension services, and perceived benefit of beneficiaries as to community and as a person, and their reasons in participating community extension services as research-based benchmark in coming up with a design for the colleges' extension services.

1.1 Theoretical Underpinning

The theory of communitarian is concerned with social responsibilities and what do community needs. Through self-determination in the community, communitarianism expects to maximize human fulfillment. The community must be understood in terms of what they strive to achieve for their members and how they view their role with regard to their natural and social environment. Thus, this theory opt, in effect, for a world-state where all people and groups would have true equal rights and enjoy universal equal opportunity

Program Theory for Effective Program for Planning - According to the article of Jacob & Millie (2000), extension agents should start with the program theory by starting to assess social, economic, and environment conditions (SEEC). The next step is to determine what changes in knowledge, opinions, skills, and aspirations (KOSA) of the people. Changes in KOSA should lead to changes in the program participants' practices, and with

enough participation, the social, economic, and environmental conditions within the community will change. In this particular model, the activities are integrated into a comprehensive plan that ultimately leads to behavior change. When planning such activities, the resources needed must be sufficient to make the activities successful. Activities should use multiple teaching techniques. A multiple-technique example would be giving the participants fact sheets on literacy *(reading)*, lecturing on literacy *(hearing)*, and finally, using the various techniques with hands-on demonstration *(doing)*. Resources in this example would include the agent's time--the most valuable resource; the fact sheets; meeting areas for seminars; and the location and materials for demonstration.

Community Development Theory - Cook (2015) said that community development theory ordinarily treats communities as systems. Community systems do work and perform transformations with inputs. The products of the work are discharged into the environment, outputs. Information about the reaction in the environment may be transmitted back to the system as a form of input, feedback. In the most general terms, the community system is conceived in relation to the environment. To conceptualize the internal structure of community systems, community development turns to social systems theory. While social systems operate by the action of people. Community development theory postulates that increased capabilities and effectiveness of community systems brings substantial benefits to the people who are members. Community development does focus on change and on the increase in the ability of community systems to create desirable change.

Program Theory for the Effective Implementation Evaluations for Extension Program - Effective implementation evaluation requires extension educators to clearly understand what a program is supposed to accomplish and how it should be put into practice. Checking is needed to make sure that the program is running the way it was supposed to run. Together, program outcome and implementation data allow Extension educators to understand both what happened during their program (implementation) and the resulting effects (outcomes) (Duerden and Witt, 2012).

2. Literature Review

2.1 Important Role of Community Extension

Clients and students learn and develop through active participation in community extension services. Service learning is designed to provide students and clients with opportunities to use newly acquired skills and knowledge in real life situations in their own communities and to enhance what is taught in school by extending learning beyond the classroom and into the community and thus augmenting or fostering the development of a sense of caring for others. Extension personnel work with volunteers in a wide variety of ways and methods. They research, develop, plan, and initiate substantial, effective, locally-based programs geared toward making community members more self-sufficient, better informed, or more strongly empowered. Extension is involved in the dissemination of knowledge and expertise in ways that empower and build life-long capacities for growth and development in our constituents. It has been proven and argued that service learning programs at colleges and universities can strengthen relationships between higher education institutions and the communities served. When students and community members are involved as recipients and/or participants in extension services, they use the information to make changes, "to make a difference" and to do something with what they have learned. All of this is valuable and important in terms of strengthening and developing service learning initiatives and programs (Simpson, 1998).

Further, according to Santos (2013), working with other agencies, organizations and groups is a part of the extension philosophy as it brings people together and links various resources. To achieve desired results, people, groups and organizations work together and participate in offering changes in the community. In other words, extension work is made possible by the expertise and knowledge of the academic discipline of the staff members who are providing such service and is rooted in rigorous academic work of the staff members concerned. In return, the thrusts of the extension services must be geared toward enhancing the teaching and/ or research done

within the university. Relatively, the objectives of the extension service are to transfer technology and innovation to identified clientele which is geared towards improving the way of life of the people. Likewise, extension services are aimed towards empowering people and developing human resources in order to enhance human capital and diffuse technology and facilities among the rural folks.

Largely, extension service projects as avenues for the people, by the people, and of the people, should by itself be initiating, capitalizing and sustaining approach to community development. Since extension projects are people oriented, they should respond to particular issue affecting people existence, adaptive to change and development processes, and directed towards transformation all of which using inter-disciplinary approach. In a nutshell, majority of extension services aimed for the following: development sustainability, people's opportunity to become productive and developed self-reliance among client -partners. In order to make the community extension programs of the school a successful endeavor, the programs must cascade from the mission and vision of the school. This means that the instruction and research agenda of the schools should result towards the realization of the objectives of the extension office. At the onset, the office of the extension determines the scope of the extension projects based upon the agenda of the school in a given period of time. Extension projects must be accomplished within the scope of the extension programs.

The scope, as such, provides the extensionists with a definite time, resources, people and targets that must be tap and accomplish within a given period of time. The scope also helps extensionists maximize the funds or budget and at the same time minimize weaknesses that can cause failure in the implementation. There are instances that extensionists go beyond the scope of the extension programs which inadvertently, raise the cost of undertaking and/or sacrifice the quality of the programs. Thus, it is necessary for every extensionists to study and familiarize themselves of the scope of the community extension projects so that they will be properly guided in the implementation of community extension services of the schools. There are various factors that affect the effectiveness of the undertaking like extension programme implementation competencies, extension programme planning competencies, extension programme evaluation competencies, organizational commitment, job satisfaction and job performance of extension workers. The factors that influence extension agents' performance are: social skills, program implementation skills, motivation, and program planning skills.

2.2 Importance of Community Service

According to Sanchez (2015), doing community service provides faculty and students with opportunities to become active in the community and positive contributors to society. Community service or volunteerism enables faculty and students to acquire skills and knowledge as well as provide a service to others that need it in some way. There are multiple benefits and gains from community service. Some of these benefits are: Psychological benefits like life satisfaction, feeling good about yourself, and decreases stress and depression; Social benefits such as engagement of faculty and students with the community, creates special bonds with the population served, as well as increased social responsibility; and Cognitive benefits which enhance knowledge, earn new experiences, and develop new skills. Doing community service not only makes a difference to the organization being served, but also makes a difference on the faculty and students. It also helps them develop civic and social responsibility skills and become more aware of what their community needs.

2.3 The Power of Community Involvement

Community involvement can uplift the quality of life of an individual, can make new friends and provides physical and mental rewards. Promotions in academic rank and the granting of tenure are based on merit. Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties and in their scholarship or creative activity. Extension is part of the assignment of faculty. Effectiveness in extension teaching is an essential criterion for appointment or advancement. Faculty with responsibilities in extension can be promoted and tenured when there is clear documentation of effective performance. Faculty members perform a broad array of services that are vital to supporting and sustaining the

quality and effectiveness of the University and its programs (institutional service), and to their disciplines (professional service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the vision-mission of the University (See: oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines).

Moreover, Stenger (2015) cited in her article that community involvement helps students to mature by developing social skills, doing outreach or public relations tasks. Additionally, students get to network with professionals in a way that they might not otherwise be able to just by going to class. It helps students to cultivate connections between various organizations, schools and community groups, which can prove to be very useful later on in life. Students gain important life experiences, meet new people, and may be able to receive school credit. When volunteering, students enjoy a sense of personal satisfaction, knowing that they're making a difference in other peoples' lives. It also teaches them more about themselves and introduces them to new friends. They also gain a sense of connection to their community.

Community service is associated with academic gain because students who participate will gain more knowledge and they are given the chance to apply what they've learned in the classroom to real human needs; great problem-solving skill builder and gives health benefits; students can enjoy excellent networking opportunities, allowing them to build new relationships within their community as they contribute; students can meet new people, work with new organizations, and strengthen their ties to the community; helps the students to build a sense of pride when they see what they've done is actually helping others; allows students to take what they've learned and apply it beyond the classroom, it is a great way for them to see how concepts they've learned work in the real world; allows students to build upon their existing skill sets, they can explore potential careers and find out what they need to develop in order to work in the field; it is one big team building opportunity-they'll learn how to better work in teams and will also learn to develop leadership skills as well and this is valuable not just for schoolwork, but for higher education, careers, and further community involvement (Staff Writers of Online College, 2012).

Dilao (2011) on her survey showed that community extension program helped a lot to the community because it enhanced the skills of the residents; motivated the residents to do coastal clean - up; helped in promoting cleanliness; helped augment the income of the families; prevented the youth and the mothers not to be indulged with vices like drugs and gambling; helped boost their confidence; gained knowledge and skills and learned to mingle with other people. The beneficiaries learned to help their neighbors; awakened their volunteerism; made them proud; they feel that there are others who care for them and inspired them to care for the community; they are touched for the patience and willingness of the students to help; made them happy especially when they gained skills; they wanted to learn and gained many skills; they find it beneficial and they are interested to join the program because they will be able to meet new friends.

Working and Learning Together to Build Stronger Communities - Community learning and development contributes to strengthening social capital by improving the knowledge, skills, confidence, motivation, networks and resources that the individuals and groups in a community have. It is also concerned with tackling real issues in people's lives like better health, education and transport, more jobs and less crime, and in making sure that public services work with people in tackling these. Community learning and development improves: people's skills and confidence to secure jobs; the ability of community organizations to tackle health or environmental issues; and the personal, social and educational development of young people. So, it can make a significant contribution to reducing social exclusion and to closing the inequalities gap. (see: http://infed.org/archives/gov_uk/working_together.htm, 2003)

Social Impact of Volunteerism - Volunteering is rendering of service by choice of or free will for the benefit

of the wider community by an individual, group, or institution without necessarily expecting monetary gain in full knowledge and appreciation of being a volunteer. Volunteering makes a significant contribution to the global economy; enhances the social connections between different sectors, builds the bridges for governments, enterprises and employees; helps build a more cohesive, safer, stronger community, increase the social network between communities and neighborhood; promotes people to be more active in civic engagement and concerned of citizenship; encouraging more people work in public section, helping raise the educational performance of youth, leading environmental movement and adapting to climate change risk; and have positive effects on volunteers as individuals, increase their self-esteem, enhance various skills and capacities, expand career paths and be healthier physically and mentally. The volunteer sector plays a key role in social life. Volunteer activities bring together people who might not otherwise have contact with one another (Wu, 2011).

The Importance of Literacy in Today's Society - Literacy is an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential. Children who live near or below the federal poverty line have much lower average reading scores than their peers. Lack of basic literacy skills is linked with academic failure, substance abuse, teen pregnancy, delinquency, unemployment, low productivity, and welfare dependence. Parents who cannot read tend to have children who struggle with reading, thus perpetuating the cycle of poverty (Walters, 2009).

On the other hand, economy is enhanced when learners have higher literacy levels. Effective literacy skills open the doors to more educational and employment opportunities so that people are able to pull themselves out of poverty and chronic under-employment. In our increasingly complex and rapidly changing technological world, it is essential that individuals continuously expand their knowledge and learn new skills in order to keep up with the pace of change (see: projectliteracykelowna.org/about/the-importance-of-literacy/).

Knowing the core knowledge of basic literacy is just the beginning of today's survival in society, what is needed more is also the ability to communicate with others and also the ability to comprehend and solve problems and learn from these problems. With society and technology rapidly evolving, people must have the basic level of literacy to begin their lives in society. From the basic level of literacy people can move on and improve their skills in other types of literacy such as academic, non-academic, cultural, and technical literacy. With skills in these other types of literacy people will be able to function easier in society and with this ability society will also function more efficiently. A majority of homeless people are homeless due to the lack of basic skills that could enhance their lives. Being literate means the ability and chance to improve one's self, which society needs to become more classless and improve the overall living standard of everyone. We, as adults, must have a good level of literacy. With society changing every day, people must keep up their ability to read, write, and solve problems. With these skills we can then help our children ease into literacy and improve at a better pace then what we had to learn. Children are our future and if their level of literacy is low then their standard of living will be lower. This generation must keep up and excel in every type of literacy so that future generations can learn from us and excel from us so they have the ability to survive in today's and tomorrow's complex and ever evolving society (see - http://www.bk.psu.edu/faculty/grobman/student/group4/essay5p3.html).

Higher Education Collaborative for Community Engagement and Improvement - Community partners often say they are motivated to make a difference in the education of students. That is they hope to inspire an interest in a career of service in the field related to their organization's work; they hope to understand the public issue of concern to the organization; or they hope to understand the role of public policy or at least to continue to be a volunteer for community-based organizations. These community partners see themselves as co-teachers and as colleagues to the faculty in working with students, whether or not those roles are recognized by others. Community members anticipate their expertise will have an impact on students, on the faculty member, and perhaps on other members of the campus community. They want to exchange their wisdom for access to new ideas and knowledge resources that may enhance their organization and its programs. As a result of the differences in campus and community expectations for partnerships, communities' interest in partnering is often much more intentional and

well-thought out than academics tend to imagine. In a campus-community partnership, the faculty role is to teach, the students' role is to learn, and the community partner's role is to provide a laboratory or set of needs to address or explore.

Academics come to the community from what can seem like a privileged and wealthy context, and the power relationship in partnerships is not equal. Demographics, race, culture and language are often aspects of great difference between campus and community perspectives. This makes it challenging to ensure a free exchange across the partnership and to ensure mutual benefits to all parties. Human nature being what it is, we all act out of some degree of self-interest–faculty want to help their students achieve learning objectives and to develop a sense of civic and social responsibility; they want to develop lines of research that enrich their intellectual work; and they also want to see their work, or their institution's work and contribute to community well-being. Students want to survive class, get a good grade, learn more about themselves and others, and feel they are making a difference. The community wants to serve more clients, design more effective programs, raise more funds, increase their impact, and have their expertise and wisdom to be leveraged through collaborations that will not only enhance community, but also inspire students and faculty to be more involved in civic matters. Finally, community partners also want to tap into academic knowledge to promote economic stability, improve schools and youth outcomes, enhance community health and safety, and generally strengthen community capacity for improvement (Pasque et al., 2005).

Faculty, Student, University and Community Benefits of Community Engagement - The faculty are benefited from community engagement. Among these are: satisfaction with the quality of student learning; new avenues for research and publication through new relationships between faculty and community; providing networking opportunities with engaged faculty in other disciplines or institutions; and a stronger commitment to one's research. As for the students being engaged in community activities bring about positive changes in both academic and non-academic learning. The identified outcomes are: *Learning Outcomes*: positive impact on students' academic learning, improves students' ability to apply what they have learned in "the real world", positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking and cognitive development, and improved ability to understand complexity and ambiguity; for *Personal Outcomes,* students acquire greater sense of personal efficacy, personal identity, spiritual growth, and moral development, greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills. As to *Social Outcomes,* community engagement reduced stereotypes and greater inter-cultural understanding, improved social responsibility and citizenship skills, and greater involvement in community service after graduation; for *Career Development they will acquire* greater connections with professionals and community members for learning and career opportunities and greater academic learning, leadership skills, and personal efficacy can lead to opportunity; and *Relationship with the Institution*: stronger relationships with faculty; greater satisfaction with college and improved graduation rates. Moreover, The University is also benefited like improved institutional commitment to the curriculum, improved student retention, and enhanced community relations. Lastly, the community is benefited with the satisfaction with student participation, valuable human resources needed to achieve community goals, new energy, enthusiasm and perspectives applied to community work, and enhanced community-university relations (Bandy, 2011).

Challenges, Barriers and Problems Faced by Communities and Implementers During the Implementation of Extension Services - Extension workers recognize the important role of communities in the implementation of their community extension programs and efforts are being made to allow them to become more involved. However, despite these efforts, there are still many barriers and challenges that can stand in the way of community involvement. Further, it is important for communities to understand that they also faces barriers and challenges that can hinder in the implementations of their programs. In the research of Dukeshire and Thurlow (2002), they stated some challenges and barriers faced by the communities in joining extension services like: Lack of Understanding-the purpose of the activity; Lack of Resources- include adequate funding, leaders, and volunteers; Reliance on Volunteers- low populations in rural areas can result in the availability of only a small number of volunteers to carry out all the necessary activities; Lack of Access to Information and Time.

Parents see lots of roadblocks to getting involved in community activities. They don't have extra time to volunteer or even attend activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with officials whether that's due to language or cultural differences or their own past experiences. Some say they lack the know-how and resources. Others say they lack transportation to attend events or have no child care for younger siblings (NEA, 2008). Educators still struggle with how to involve parents and this is a source of frustration and even disappointment to implement community extension services. Successfully involving parents in extension services requires hard work, but the long-term results are well worth it. Involving hard-to-reach parents and community members requires strengthening ties to community leaders, following through on commitments, developing trust and building relationships. It requires a firmer grasp of the cultural and language barriers that may sidetrack educators' good efforts (SEDL, 2000) and Kilewo and Gasto (2015) said that factors that hindered community participation included lack of awareness, poor communication and information, unstipulated roles and responsibilities of participants, lack of management and lack of financial resources for implementing activities. According to Utleg and Joaquin (2015), they stated that community extension fund is limited, trainees are not coming on time for extension activities, community services are conducted during weekends, training time coincides with work at home, limited number of students to participate in community extension activities and community extension services activities are postponed by the barangay/beneficiaries are the problems encountered during the implementation of community extension services.

2.4 Research Problems

The thrust of the study is to determine the involvement of the faculty and students of all colleges in the community extension services in the adopted barangays of Northwestern University. More specifically, it seeks to answer the following problems: What are the reasons of the faculty and students in participating in the community extension services of the college? What is the extent of participation of the faculty and students in the community extension services of the college? What are the problems encountered by the faculty and students in the implementation of the community extension services? How do the beneficiaries view the extension programs as to: benefit to the community, benefit to you as a person, reasons in participating community extension services? What program/strategies can be designed to address the problems encountered by the faculty and students in the implementation of the community extension services?

2.5 Assumptions/Hypothesis

It is assumed in this study that the sustainability of an extension program depends of the design of plan which is research-based and participated in by the stakeholders.

3. Methodology

Research Design - The researchers used the descriptive method considering the goal of the study is to analyze the involvement in the extension programs of the faculty, 3rd year and 4th year students of all colleges and some staff from the different offices of Northwestern University. Sevilla et al. (2005) defines descriptive research as involving collection of data in order to test hypothesis or to answer questions concerning the current status of the study.

Research Instrument - A survey questionnaire was utilized as the primary gathering tool for the data of this study. There were three (3) sets of questionnaires: for the Faculty, Students and the Beneficiaries. The construction of the instrument was guided by the readings of literature and studies and based from the experiences of the proponents as deeply involved in the implementation of the extension programs of CTE. Books and internet sources were also utilized as references. The questionnaire for the faculty/staff and students is of two (2) parts. Part I is on the Motivation in Participation of the Community Extension Services and Extent of Participation and Part II is referred to the Problems Encountered in the Implementation of the Community Extension Services /Program.

On the other hand, the questionnaire for the beneficiaries is of three (3) parts. Part I is on the Benefit from Community Extension Services as to Community, Part II is on the Benefit from Community Extension Services as to Person, and Part III is referred to the Reasons in participating Community Extension Services. To facilitate responses from the beneficiaries, the questionnaire was translated in the vernacular (Ilocano dialect). The content validation of the questionnaires was done by selected faculty and staff who were involved during the community extension services. Moreover, the questionnaire was pilot tested to students and community residents for further improvement. These students and community residents were not included anymore in the final gather of data.

Population of the Study - This study included the faculty and some staff of the different offices who have been involved in the implementation of the extension programs of all colleges of Northwestern University. The total number of respondents is 1,253.

Data Gathering Procedure - Questionnaires were distributed personally to all the faculty, staff and students who were involved in the community extension services of Northwestern University and the beneficiaries. Follow-up of the questionnaires were done through telephone and social network. The gathered data was supported by the previous assessments conducted by the Community Extension Center (CEC) for the last three years.

Data Analysis - The following statistical tools were employed in the analysis of data gathered in this study. *The Likert Scale*. The 4-point Likert Scale was used in describing the extent of participation of the faculty/staff and students of Northwestern University and the beneficiaries from the adopted barangays during the implementation of extension activities. *Ranking* was utilized on the problems encountered by the faculty and students in the implementation of the extension program. *Weighted Average Mean (WAM).* This was used to present and analyze the extent of participation of the faculty/staff, students and beneficiaries in the community extension services.

Ethical Considerations - Anonymity of the respondents has to be ensured. The respondents were informed as to the objectives of the research and the issue of his/her acceptability to the researcher's findings and actions. Moreover, respondents, whose ages are above 60 years old were not included as they may find discomfort in answering some questions. In case the respondent wishes to withdraw while in the process of conducting the research, he/she is assured that he/she may do so without any obligation. Their involvement was limited to accomplishing the questionnaire. They were given adequate time to provide answers to the posed questions. The respondents were met at least four (4) times: first meeting was for accomplishing of the questionnaire; the 2nd meeting was to verify accuracy of gathered data (if needed); and the 3rd meeting was for the presentation of the result; and the 4th is in case the result needs publication for public consumption.

4. Results and Discussion

Table 1 presents the reasons in participating in the community extension services. Results revealed that faculty/staff and students of the different colleges are very much willing to participate in their extension activities/services/programs as evidenced by the weighted mean, for faculty (3.54) with verbal interpretation *always* and students (3.15) with verbal interpretation *almost always*. For the faculty and staff, the item "*realize the Vision-Mission of NWU*" got the highest mean rating of 3.71 with verbal interpretation *always*. One of the reasons that faculty involve themselves to community extension is for them to contribute to the realization of the VMO of the university which is to develop the students to become globally competent and socially responsible with Godly value as well as to uplift the quality of life of the residents in their different adopted barangays. Accreditation is based upon an analysis of the merits of educational operations in the context of the institution's philosophy and objectives. According to Santos (2013), in order to make the community extension programs of the school a successful endeavor, the programs must cascade from the mission and vision of the school.

Table 1

Reasons in participating in the community extension service

Reasons	Faculty/Staff (n=84)	VI	Students (n=776)	VI
Additional points for ranking and evaluation	3.17	AA	*	*
Requirement for SSC clearance	*	*	2.94	AA
Realize the Vision-Mission of NWU	3.71	A	3.24	AA
Requirement for accreditation	3.55	A	3.28	AA
Brings learning beyond the classroom	3.52	A	*	*
Opportunities for interaction with faculty outside the classroom	*	*	3.19	AA
Enhance the skills of the residents	3.60	A	*	*
Share talents, skills and resources	*	*	3.15	AA
Brings people together	3.56	A	*	*
Associated with academic gain	*	*	3.18	AA
Enhance community-university relations	3.68	A	*	*
Enjoy excellent networking opportunities	*	*	3.13	AA
Transfer technology to improve the livelihood of the Clients	3.52	A	3.10	AA
Upliftment of quality of life	3.57	A	3.17	AA
Composite mean	**3.54**	**A**	**3.15**	**AA**

Legend: 3.26-4.00=Always; 2.51-3.25=Almost Always; 1.76-2.50=Sometimes; 1.00-1.75=Never

Thus, faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. The faculty makes important service contributions to university relations or to the community that are not directly related to their appointments.

Moreover, on the item "*enhance community-university relations",* the faculty perceives that school-community partnerships can be better established where resources enhance communities that support all youth and their families. They could improve schools, strengthen neighborhoods and lead to a noticeable reduction in young people's problems. Building such partnerships requires visioning, strategic planning, creative leadership and new multifaceted roles for professionals who work in schools and communities. According to Mitrofanova (2015), partnerships should be considered as connections between schools and community resources. The partnership may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; volunteer assistance; mentoring and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; shared responsibility for planning, implementation and evaluation of programs and services; expanding opportunities for internships, jobs, recreation and building a sense of community. Appropriate and effective collaboration and teaming are seen as key factors to community development, learning and family self-sufficiency.

It can be gleaned from the result that "*additional points for ranking*" is not the primary reason for the participation of the faculty. It implies their willingness and desire to impart/share their knowledge in the community.

On the other hand, on the part of the students, all the items got verbal descriptions *almost always* and the item "*requirement for accreditation*" got the highest mean rating of 3.24. The students said that one of the resource speakers during University/College Orientation Program comes from the Community Extension Office to discuss about the Awareness of Community Extension Services. The speaker emphasized that aside from being mandated by CHED as one of the triology functions of Higher Education Institutions, it is also one of the areas in accreditation. Results revealed that the students participate in extension activity just for a requirement. It implies that they have not internalized the core values of Northwestern University on selfless service. Community service is not a responsibility or an obligation but it is a commitment. One must want to do it with good intentions and not because there are being forced to do so. Faculty and students who volunteer against their will most likely do a poor job compared to those who see it as a hobby. Some may also say that required volunteering effects the student's academic or extracurricular activities because sometimes students are busy

with homework, requirement and exams. Some may say that forced volunteerism is not volunteerism at all. (see - http://www.brainia.com/essays/The-Importance-Of-Community-Service/139992.html, 2016). Thus, inculcate in the minds of students that extension activity of the school is not an obligation nor forced volunteerism nor a requirement but participating in community services can benefit academically, professionally, and personally like: increase understanding of the class topic; gain hands-on experience; explore or cement values and beliefs; develop critical thinking and problem-solving skills; enhance understanding of diverse cultures and communities; learn more about social issues and their root causes; improve ability to handle ambiguity and be open to change; become more flexible; develop or enhance skills, especially in the areas of communication, collaboration, and leadership; connect with professionals and community members who you will learn from; grow a professional network of people you might connect with again later for jobs or internships; satisfy your urge toward public service or civic participation (see - http://www.servicelearning.umn.edu/info/benefits.html, 2015).

A harmonious and collaborative school-community relationship is a major factor in the life of an extension program. The community is invited to participate in the planning, implementing, monitoring and evaluation of activities, as well as sourcing of funds and other resources. Visibility in the community and attending special occasions/activities in the adopted barangays are the manifestations of a harmonious relationship.

Community extension plays an important role in providing leadership, partnerships, and opportunities for service learning. Clients and students learn and develop through active participation in community extension services. Service learning is designed to provide students and clients with opportunities to use newly acquired skills and knowledge in real life situations in their own communities and to enhance what is taught in school by extending learning beyond the classroom and into the community and thus augmenting or fostering the development of a sense of caring for others. Extension personnel work with volunteers in a wide variety of ways and methods. They research, develop, plan, and initiate substantial, effective, locally-based programs geared toward making community members more self-sufficient, better informed, or more strongly empowered. Extension is involved in the dissemination of knowledge and expertise in ways that empower and build life-long capacities for growth and development in our constituents. When students and community members are involved as recipients and/or participants in extension services, they use the information to make changes, "to make a difference" and to do something with what they have learned (Simpson, 1998).

According to Sanchez (2015), doing community service provides faculty and students with opportunities to become active in the community and positive contributors to society. Community service or volunteerism enables faculty and students to acquire skills and knowledge as well as provide a service to others that need it in some way. Doing community service not only makes a difference to the organization being served, but also makes a difference on the faculty and students. It also helps them develop civic and social responsibility skills and become more aware of what their community needs.

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Faculty and students of Northwestern University are encouraged to participate in community service as it is stated in the NWU Corporate Manual Culture (2015). The faculty and students rendered their services in their adopted barangays during weekends in realization of the CHAMPS written in the corporate manual of the university which is commitment, honesty and integrity, professionalism and selfless service with Godly values.

Students develop civic and social responsibility skills and become more aware of their community needs. During tree planting, the faculty and students endure the heat of the sun with selfless service and this shows their sacrifices as well as their social awareness. Through service, students not only enrich their community, but also

gain hands-on experience in various work fields, build relationships with their peers, and learn valuable networking skills. In the literacy program, the students are applying what they have learned from the classroom. They apply the different methods, approach and strategies in teaching the children through the guidance of the faculty.

These concur with Dilao (2011) that community extension program helped a lot to the community because it enhanced the skills of the residents; motivated the residents to do coastal clean - up; helped in promoting cleanliness; helped augment the income of the families; prevented the youth and the mothers not to be indulged with vices like drugs and gambling; helped boost their confidence; gained knowledge and skills and learned to mingle with other people. The beneficiaries learned to help their neighbors; awakened their volunteerism; made them proud; they feel that there are others who care for them and inspired them to care for the community; they are touched for the patience and willingness of the students to help; made them happy especially when they gained skills; they wanted to learn and gained many skills; they find it beneficial and they are interested to join the program because they will be able to meet new friends.

Results from Table 2 depicts that faculty, staff and students shows their extensive participation as evidence by the weighted mean, for faculty (2.63) and students (2.82) with both verbal descriptions *moderate extent*. There are three key area programs of extension services and under its key area programs there are different activities that could extend or implement in the adopted barangays. Key area programs include Environmental/Management/Health and sanitation, Economic/Livelihood Development, and Social Development.

The item "environmental management/health and sanitation got the highest rating among the three key area programs, for faculty (2.82) and students (2.96) with both verbal descriptions *moderate extent*. Under the environment/management/health and sanitation program, faculty rated the item "*tree planting*" of 3.56 with verbal description *great extent* which got the highest rating and for the students, the item "*coastal cleaning*" got the highest rating of 3.51 with verbal description *great extent*. This implies that the faculty, staff and students always participate in the activities to enhance health and sanitation of the residents of the adopted barangays and to save the mother earth from destruction/chaos. The community tree planting project, seedling production, landscaping, medicinal garden not only provides beautification and greening of the place but more of trees as work horses for the communities in providing energy savings through shadings, storm water mitigation through rain interception, and air quality improvement through filtration and absorption. In addition, coastal cleanup is one of the extension activities done by Maritime students where they volunteer to regularly clean up trash and other marine debris. Marine debris is anything that does not occur in the natural environment, including general litter, fishing equipment and bulky items, like metal, wood and tires. Debris is one of the biggest problems facing marine life, which can ingest or become entangled in it. Debris also degrades important rocky shore and underwater habitats. It can injure humans and cause problems for boaters as well as cause economic losses through its effect on commercially valuable marine species and important tourist areas. Cigarette butts are the most common item found during beach cleanups. They are not just unsightly litter; they are also a danger to wildlife, a health hazard to people, and pollutants of our waters and soils. (see - http://des.nh.gov/organization/divisions/water/wmb/coastal/trash/index.htm, 2014)

Table 2

The extent of participation in the different program/projects/activities

Activity	Faculty (n=84)		Students (n=776)	
	WAM	VI	WAM	VI
Environmental/Management/Health and sanitation	2.82	ME	2.96	ME
Medical and Dental Mission	3.28	ME	2.98	ME
Tree planting	3.56	GE	3.04	ME
Seedling production	3.05	ME	2.87	ME
Landscaping	2.88	ME	2.82	ME
Development of medicinal garden	2.93	ME	3.39	ME
Coastal cleaning	2.61	ME	3.51	GE

Topography	1.42	LE	2.14	S
Economic/Livelihood Development	2.45	S	2.75	ME
Cosmetology/hair cutting/applying make-up	2.70	ME	2.74	ME
Food processing	2.79	ME	3.06	ME
Cooperative	2.93	ME	2.96	ME
Welding	1.36	LE	2.24	S
Social Development (Institution Development)	2.63	ME	2.75	ME
Literacy Program-Reading and writing (3-6 yrs. old)	2.65	ME	3.52	GE
Computer literacy	2.31	S	2.82	ME
Waste Management seminar	3.48	ME	3.01	ME
Human Rights seminar	2.26	S	2.30	S
Martial Arts and Disarming Techniques Training	2.43	S	2.10	S
Composite mean	2.63	ME	2.82	ME

For both faculty and students, the item "*topography*" got the lowest rating. For faculty, the rating is 1.42 with verbal description *needs improvement* and for the students, the rating is 2.14 with verbal description of *little extent*. This implies that this field of specialization of the College of Engineering, Architecture and Technology is not fully utilized to the community.

Furthermore, under the economic/livelihood development program, it can be seen from the table that the item "*food processing*" got the highest rating of 3.06 for the students which verbally interpreted *moderate extent* and for the faculty the item *"cooperative"* got the highest rating. The livelihood program is concerned in alleviating the life of the people in the form of skills development. The faculty and students are committed to share their professional expertise to introduce possible income generating projects that can help the participants earn extra income. Food menu using the available resources in the community as basic ingredients was introduced. This also further developed their cooking skills and enhanced their ability to prepare nutritious and delicious foods that can be sold to augment their income.

Food processing is a variety of operations by which raw foodstuffs are made suitable for consumption, cooking, or storage. Food processing also uses the creative potential of the processor to change basic raw materials into a range of tasty attractive foods that provide interesting variety in the diets of consumers. Without food processing it would not be possible to sustain the needs of modern urban populations, and the choice of foods would be limited by seasonality. (see - http://www.eufic.org/article/en/food-technology/food-processing/expid/benefits-processed-food-review/).

Food has been processed and packaged since the earliest days of man's history on earth. Food processing still has the main objective of providing a safe nutritious diet in order to maintain health other aspects, particularly the generation of wealth for the producer and seller, have become increasingly important. With the change from traditional to industrial food processing there has also been a change in the types of product processed. Traditional processors worked with foods that grew locally and the methods they developed were in harmony with the climate in which they lived. Nowadays non-traditional crops are grown all over the world. Most people in the world still rely on traditional foods for their basic diet those in industrialized centers tend more and more to purchase processed and packaged foodstuffs for convenience. The increasing number of women who now work away from home adds additional pressure for such changes. Food and crop processing is generally considered to be the largest industry in most countries. The small-scale food processing sector: is a major source of employment; adds value to crops by processing; a major source of food in the diet; in some cases, by export, earns valuable foreign exchange; provides opportunities for import substitution; and benefits a large number of poor people, such as farmers, packaging suppliers and vendors (see - http://collections.infocollections.org/ukedu/en/d/Jto01ae/3.1.html).

The College of Teacher Education (CTE) faculty and students planted *malunggay* cuttings along the way going to the Paraiso ti Caribquib. The Brgy. Chair asked the faculty and students of the CTE to conduct food processing on malunggay leaves so, they demonstrated on how to make ice cream, gelatin and pancake out of malunggay leaves.

Street and snack foods can be found in nearly every corner of the world. Street foods are ready-to-eat foods and beverages prepared and/or sold by vendors and hawkers especially in streets and other similar public places. Street food enterprises are commonly family or one-person businesses and the majority work without licensing, i.e. in the informal sector. Vendors can be mobile vendors, for example on foot and bicycles, semi-mobile, for example using push carts, or stationary vendors that sell from a stall (see - http://www.fao.org/docrep/015/i2474e/i2474e00.pdf).

Empanada is one of the best street foods that are saleable in Ilocos Norte. Its main ingredients are papaya, mongo, Ilokano longganisa, eggs and rice flour. Many tourists and visitors, both local and foreign, take time tasting and eating empanada at the food court of Laoag City. Also, they buy some to bring home for their snacks. According to Nalupta (2016), entrepreneurship and the tourism industry serve as one of the tools in the development of agriculture where not only the Empanada Vendors are being benefitted but the producers of the local agricultural products as well. So, the College of Business Education faculty and students conducted Empanada Making as their Livelihood Project in Brgy. Payas, San Nicolas, Ilocos Norte.

The students from the business education conducted a seminar on cooperative to educate the cooperative officers and members on the proper way of running their organization and discussed innovative ideas about credit management towards a better and profiting cooperative.

Cooperatives are utilized by the government as the more effective tools for economic development. It is a voluntary organization of people who have agreed to pool their resources together in order to undertake an economic enterprise for the purpose of meeting their common needs, and which they themselves democratically manage and control, and share the economic benefits on the basis of participation and patronage. It is also business enterprises which the members themselves own, manage and control in accordance with accepted democratic principles. They are not organized primarily for profit nor to serve other people but to serve the needs of their own members. Memberships in cooperatives is voluntary and open to all those who need their services. Finally, the economic benefits from cooperatives are shared by the members in proportion to the individual member's patronage of the business or enterprise. (see - http://www.fao.org/docrep/field/003/AC070E/AC070E02.htm).

The item "*welding*" got the lowest rating because this is for the engineering students only. In the article of Ley (2015), she stated that welding involves exposing metal pieces to heat in order to fuse them and it is used in many industries and activities related to manufacturing and construction. Since welders work with high heat and large pieces of metal, they sustain a higher rate of injury than many other professions. Welders need to protect themselves from eye injuries, from UV rays, burns and falling objects, and must be careful not to slip and fall when welding from a height. All welders wear protective gear and learn safety procedures intended to minimize these dangers. According to Bagai (2015), welding can be performed without any special skill. Automated machines can spot weld in factories to speed up production.

For the social development program, faculty rated the item "*waste management seminar*" as their highest extension activity with 3.48 rating with verbal description *moderate extent* and for the students the item "*literacy program-reading and writing*" with 3.52 rating both verbally interpreted *great extent*.

One of the extension activities of the College of Teacher Education (CTE) is the literacy program in which students from these department teaches the children with 3-6 years old on how to read and write. Students from the teacher education believed that the economy is enhanced when learners have higher literacy levels. Thus, the faculty and students conducted literacy program to instill the importance of values and education to the parents and children; to develop the appreciation and love of children in reading, writing and arithmetic; and to enhance their competencies. Also, all First Year and transferee students are required to enroll National Service Training Program (NSTP) because it is in their curriculum and literacy service in the community is one of their activities.

Literacy is an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential. Lack of basic literacy skills is linked with academic failure, substance abuse, teen pregnancy, delinquency, unemployment, low productivity, and welfare dependence. Parents who cannot read tend to have children who struggle with reading, thus perpetuating the cycle of poverty (see - http://www.pageahead.org/childrens-literacy_why-childrens-literacy.php). Further, economy is enhanced when learners have higher literacy levels. Effective literacy skills open the doors to more educational and employment opportunities so that people are able to pull themselves out of poverty and chronic under-employment. In our increasingly complex and rapidly changing technological world, it is essential that individuals continuously expand their knowledge and learn new skills in order to keep up with the pace of change (see - http://projectliteracykelowna.org/about/the-importance-of-literacy/). Knowing the core knowledge of basic literacy is just the beginning of today's survival in society, what is needed more is also the ability to communicate with others and also the ability to comprehend and solve problems and learn from these problems. From the basic level of literacy people can move on and improve their skills in other types of literacy such as academic, non-academic, cultural, and technical literacy. With skills in these other types of literacy people will be able to function easier in society and with this ability society will also function more efficiently. Being literate means the ability and chance to improve one's self, which society needs to become more classless and improve the overall living standard of everyone. With society changing every day, people must keep up their ability to read, write, and solve problems. With these skills we can then help our children ease into literacy and improve at a better pace then what we had to learn. Children are our future and if their level of literacy is low then their standard of living will be lower (see - http://www.bk.psu.edu/faculty/grobman/student/group4/essay5p3.html).

The waste management seminar offered by the College of Arts and Sciences gives the importance of recycling and its good effect to the environment and to the society as a whole by teaching and demonstrating the different ways of recycling waste materials. Also, it aimed to make these useful and encouraged the barangay folks to make recycled waste as source of income and livelihood. According to Istech (2015), he cited in his article that there are four reasons why proper waste management is important: Protects the environment. When waste is disposed of properly, you can prevent hazardous materials from contaminating the environment; Recycling helps you make extra money. Sort all your recyclables and make some money out of it. Waste disposal can be pricey at times and you should do all that you can to recycle first and then dispose of all waste materials. One needs to make sure you are properly storing and disposing your trash because it can be harmful to others. According to Aquino et. al. (1998-2016), they stated in their article that a separate container is required for each type of waste for on-site collection properly marked as "compostable", "non-recyclable", "recyclable" or "special waste". Waste segregation shall primarily be conducted at the source including household, commercial, industrial and agricultural sources.

For the faculty/staff and students, *Human Rights seminar and Martial Arts and Disarming Techniques Training* got the lowest weighted mean with verbal interpretation *little extent* because these are implemented only by the College of Criminal Justice Education.

Martial Arts training improve individual's general health, it likewise improves emotional health with increased self-esteem and self-confidence as well as decreased tension, stress, anxiety and depression. Some benefits of Martial Arts Programs for an individual: Self-Defense, Focusing and Listening, Teamwork and Positive Social Interaction, Self-Control and Good Decision Making, Balance and Posture, Memorization and Retention, Self-Discipline and Responsibility, Physical Fitness and Healthy Living, Coordination and Motor Skills, Self-Esteem and Confidence Building, Stranger Awareness and Personal Safety, Self-Confidence, Respect, Discipline, Behavior and School, Physical Fitness while Battling Childhood Obesity,; Anti-Bullying Education, and Social Skills and Friendship. Martial Arts training requires an element of fun and games, incorporating fun and involving proper techniques will add to the value of training and keep the students hungry to improve themselves even more and martial arts will be used for self-defense when needs arises (see - http://nsama.com/25-benefits-of-martial-arts-for-your-child/).

Table 3

Problems encountered by faculty and students in the implementation of community extension services program

Problems	Faculty	Rank	Student	Rank
Extension workers/faculty is not given incentives	22	3.5	*	*
Limited number of students to participate in community extension activities	*	*	201	1
Training time coincides with work at home	32	2	*	*
Community extension services are conducted during weekends	*	*	164	2
Trainees are not coming on time for extension activities	22	3.5	*	*
Community extension services activities are postponed by the Barangay/beneficiaries	*	*	61	5
Community extension fund is limited	41	1	158	3
No available resource person	*	*	31	6
The extension program is not well-designed and disseminated	14	5	*	*
Transportation is not available (No vehicle for transportation)	9	6	67	4

Legend: * not participated in by faculty/student.

Table 3 presents the problems encountered by the faculty and students in the implementation of the Community Extension Services Program. As to the faculty, *"community extension fund is limited"* ranked as number one (1) problem while the students, *"limited number of students to participate in community extension activities"*. *"Training time coincides with work at home"* ranked as number two (2) problem for the faculty and *"community extension services are conducted during weekends"* ranked as number two (2) problem of the students. The faculty and staff said that during weekend is the only time for their bonding with their family as well as to do household chores while students said that they will go home to take their allowances from their parents/guardians because majority of the respondents were from other provinces and boarding near the university. *"Extension workers/faculty is not given incentives"* and *"trainees are not coming on time for extension activities"* ranked as number three (3) problem of the faculty/staff. The faculty and staff said that the community extension organizers should provide free snacks during activities and free meals if the activity is a whole day. The beneficiaries said that they were not able to come on time due to unavoidable circumstances. Northwestern University (NWU) emphasized that participation to extension activities should be with the spirit of volunteerism where participants should be willing to share their time and resources. Other problems encountered by faculty and students which stated in the comments and suggestions were no announcement for extension activity, always no budget for snacks, limited vehicle for transportation, students should be oriented on what to do in extension activities to maximize their participation and not just there for compliance of school requirements and for accreditation, extension workers/faculty are not given enough incentives, sometimes driver of NWU is not well coordinated with time departure, and lack of interest of many NWU faculty and staff.

Service learning is designed to provide students and clients with opportunities to use newly acquired skills and knowledge in real life situations in their own communities and to enhance what is taught in school by extending learning beyond the classroom and into the community and thus augmenting or fostering the development of a sense of caring for others. Services provided to clientele take into account methods for reflection, analysis, generalization, and make a strong, structured, clear link between application and experienced. This clearly established and defined link often sustains knowledge and services and further understanding of the possible effects, consequences, and outcomes. Extension personnel work with volunteers in a wide variety of ways and methods. Extension personnel work in connection with a wide variety of state, local and national governmental agencies, non- profit and profit groups and companies, college and university departments and schools within and outside of the land-grant institutions. Extension personnel research, develop, plan, and initiate substantial, effective, locally-based programs geared toward making community members more self-sufficient, better informed, or more strongly empowered. John Dewey wrote that actions directed toward the welfare of others stimulate academic and social development. William Heard Kilpatrick, who coined the term "Project Method," argued that learning should take place in a setting outside of school and involve efforts to meet real community needs. The provisions of the National and Community Service Trust Act of 1993 encourage schools and institutions to develop service learning programs because extension is involved in the dissemination of knowledge and expertise in ways that empower and build life-long capacities for growth and development in our constituents. Extension should develop service learning initiatives or strengthen existing service learning programs though

partnerships with existing centers and programs. It has been proven and argued that service learning programs at colleges and universities can and do strengthen relationships between higher education institutions and the communities served. When students and community members are involved as recipients and/or participants in traditional research-based courses, formal or informal, relevant information can be gleamed and learned in the process. When projects and course information result in service experiences, the recipients are forced to use the information to make changes, "to make a difference" and to do something with what they have learned. As a model for engaging clients and volunteers and building and strengthening community relationships and connections, service learning may prove to be an effective and malleable set of techniques and tools (see - http://www.joe.org/joe/1998october/comm1.php).

Community extension is provided by the university though fund is limited so as a result, the numbers of student participants are limited. According to Kilewo and Gasto (2015), there are factors that hindered community participation include lack of awareness, poor communication and information, unstipulated roles and responsibilities of participants, lack of management and lack of financial resources for implementing activities and from the article of NEA, (2008), cited that lack of resources- which include adequate funding, leaders, and volunteers are problems encountered during the implementation of extension activities.

The Extension Program Act of 2013 Chapter 6, Section 28- Mandatory Extension Programs and Services states that all Higher Education Institutions (HEIs), whether government or private, offering a bachelor's degree program are mandated to establish an extension office manned by competent and dedicated extension workers and prepare a plan on a long-term basis programs and services in extension that are geared towards local, regional and national development. A separate budget shall be allocated for the implementation of its programs and services. Thus, administration should look into the problems in order to establish a well-implemented programs and services of the extension.

Table 4

Benefit from community extension services as perceived by community beneficiaries

Benefits	Beneficiaries (n=393)	
	WAM	VI
It helped in promoting cleanliness (clean and green) (*Nakatulong iti pinagdalus ken pinagmula*)	3.51	A
It helped augment the income of the families (*Nakatulong iti pannakanayon ti pagkakitaan ti pamilia*)	3.50	AA
It enhanced the skills of the residents. (*Napasantak ti adal ken sursuro*)	3.57	A
It brings people together. (*Napagkakammayet na ti tattao*)	3.60	A
It enhanced community-university relations (*Napasayaat na ti langenlangen ti komunidad ken unibersidad*)	3.53	A
Composite mean	3.54	A

Results from Table 4 show that the beneficiaries show *always* as to the benefit from the community extension services. The item "*it brings people together*" got the highest rating of 3.60. The beneficiaries said that they were very happy to meet different people from the different places/companies/organizations during community extension activities. According to Wu (2011), volunteer activities bring together people who might not otherwise have contact with one another; Santos (2013) cited in her research that working with other agencies, organizations and groups is a part of the extension philosophy as it brings people together and links various resources. To achieve desired results, people, groups and organizations work together and participate in offering changes in the community. In other words, extension work is made possible by the expertise and knowledge of the academic discipline of the staff members who are providing such service and is rooted in rigorous academic work of the staff members concerned; and according to Zhou (2015), community service provides physical and mental rewards because when you focus on others' needs over your own, it ignites brain activity that reduces stress and depression; volunteers discover hidden talents that may improve their outlook; and brings people together with

different background to work as a team with a common goal.

The item "*it helped augment the income of the families*" got the lowest rating of 3.50. A beneficiary from Brgy. Payas, San Nicolas, Ilocos Norte, said that the profit she gains in selling empanada helps augment the income of her family. The income she earns is enough for the daily allowance of her children, she said in an interview. A livelihood is a means of making a living. It encompasses people's capabilities, assets, income and activities required to secure the necessities of life (see - http://www.ifrc.org/en/what-we-do/disaster-management/from-crisis-to-recovery/what-is-a-livelihood/). The primary purpose of livelihood is income augmentation and it also serves as a laboratory for learning. Conducting livelihood training skills like food processing is one way of solving the problem on unemployment because if the people who attended the trainings and they applied what they have learned, then they can put up their own business and also they can help people by having paid helpers and mostly, they can manage their own time. Empanada is one of the best street foods that are saleable in Ilocos Norte. Its main ingredients are papaya, mongo, Ilokano longganisa, eggs and rice flour. Many tourists and visitors, both local and foreign, take time tasting and eating empanada at the food court of Laoag City. Also, they buy some to bring home for their snacks. According to Nalupta (2016), entrepreneurship and the tourism industry serve as one of the tools in the development of agriculture where not only the Empanada Vendors are being benefitted but the producers of the local agricultural products as well.

Table 5

Benefit from community extension services as perceived by the beneficiary himself/herself

Benefits	Beneficiaries (n=393)	
	WAM	VI
Helped boost my confidence (*Ngimmato ti kompiensak iti bagik*)	3.52	GE
Gained knowledge and skills (*Nanayunan ti sursurok*)	3.64	GE
Enabled me to augment my income (*Nakatulong ti pannakanayon ti pamastrekak*)	3.44	ME
Learned to mingle with other people (*Nakasursuroak nga makilangen iti sabali*)	3.58	GE
It awakened the spirit of volunteerism in me (*Nakasursuroak nga agtrabaho nga awan ur-urayen na a kasukat*)	3.56	GE
My learning makes me more proud. (*Mapagpanakkel ko ti nasursurok*)	3.59	GE
It made me feel that there are others who care for me (*Nariknak ti pinagpipinnateg ti maysan-maysa*)	3.59	GE
Inspired me to care for our community (*Nainspirarannak nga mangipateg ti pagilian*)	3.59	GE
I was touched by the patience and helpfulness of the faculty, staff and students. (*Nariknak ti anus ken tulong dagiti mangisursuro ken estudyane*)	3.65	GE
It made me happy especially when I gained skills (*Naragsakak ta nanayunan ti sursurok*)	3.77	GE
Composite mean	3.59	GE

Results from the Table 5 shows that the beneficiaries are benefit as a person in participating in the community extension services as evidence by the weighted mean of 3.59 with verbal interpretation *great extent.* The item "*it made me happy especially when I gained skills*" got the highest rating of 3.77. This implies that the beneficiaries participate in the extension services not just to augment their income but to gain more skills. The beneficiaries were very grateful to the extensionists of NWU of all the skills that they acquired from them like cooking, managing the cooperative, developing the medicinal garden, recycling waste materials, dealing with other people, leadership and others but not only them but also they were very grateful of the skills of their children which they acquired during the literacy program because their academic performance had improved.

The item "*enabled me to augment my income*" got the lowest rating of 3.44. The beneficiary from Brgy.

Caribquib, Banna, Ilocos Norte, said that she is able to apply the skills she acquired from the seminar workshop on Cosmetology. She is now earning an income enough to pay her monthly electric bills and allowance of her children. Her entrepreneurship has expanded since her customers are not only those within her barangay but also those coming from the adjacent barangays because her good quality services were advertised by her regular customers and likewise to the two (2) beneficiaries of cosmetology in 32B Lapaz, Laoag City.

In cosmetology today, stylists had to change techniques and obtain new skills as styles came and went. Barbers and cosmetologists still are considered important in society today as they continue to train and learn to create a number of styles and looks that the average individual may not be able to perform herself. Aside from hair styling, cosmetologists can also specialize in nail design, skin care or makeup application. As aesthetics change, cosmetologists continually learn new procedures and techniques. Others continue to practice with new hair implements and dyes as they come into fashion. These are some ways cosmetologists stay prepared to help their clients look and feel their best (see - http://www.ehow.com/list_6062368_advantages-disadvantages-cosmetologist.html).

Dilao (2011) stated that community extension program helped a lot to the community because it enhanced the skills of the residents; motivated the residents to do coastal clean - up; helped in promoting cleanliness; helped augment the income of the families; prevented the youth and the mothers not to be indulged with vices like drugs and gambling; helped boost their confidence; gained knowledge and skills and learned to mingle with other people. The beneficiaries learned to help their neighbors; awakened their volunteerism; made them proud; they feel that there are others who care for them and inspired them to care for the community; they are touched for the patience and willingness of the students to help; made them happy especially when they gained skills; they wanted to learn and gained many skills; they find it beneficial and they are interested to join the program because they will be able to meet new friends.

Table 6

Reasons of beneficiaries in participating community extension services

Reasons	Beneficiaries (n=393)	
	WAM	VI
I wanted to develop my leadership ability. (Kayat ko a mamuli no kasano ti panagiwanwan).	3.47	ME
To enhance my livelihood skills. (Kayat ko a manayunan ti kinasariritko)	3.56	GE
I find it beneficial to my family. (Nakapasayaat iti pamilia)	3.42	ME
The programs are beneficial to the community. (Dagiti programa ket nakatulong iti pagilian)	3.56	GE
I am interested to join the programs because it widens my perspective as community member (Napalawa na ti pannarigak a makipagili)	3.39	ME
I am interested to deal with other members in other organizations and agencies (Paggugustok ti makibunggoy iti sabsabali nga organisasion)	3.51	GE
I want to learn to love my neighbors (Nasursurok nga ipateg ti karrubak)	3.53	GE
I want to gain additional human resources needed to achieve organizational goals (Nanayunan ti tao tapno maragpat ti kalkalikagumanmi	3.44	ME
I want to increase my public awareness on key issues (Maamwak dagiti napateg a damdamag iti kagimongan)	3.54	GE
I want to become active in the community and a positive contributor to society (Kayatko nga agbalinak nga aktibo a miembro tapno makatulong iti kagimongan)	3.70	GE
Composite mean	3.51	GE

Results shows that beneficiaries were satisfied with the extension services evidenced by the rating of 3.51 and verbally interpreted as *great extent*. The item "*I want to become active in the community and a positive contributor to society*" got the highest rating of 3.70. The presence of the beneficiaries during community extension services/programs showed their willingness, volunteerism and activeness for the welfare of the community.

Volunteering is rendering of service by choice of or free will for the benefit of the wider community. Delivering/supplying goods and services are the desired of the beneficiaries to become a contributor to the society (Wu, 2011). Doing community service provides faculty and students with opportunities to become active in the community and positive contributors to society. Community service or volunteerism enables faculty and students to acquire skills and knowledge as well as provide a service to others that need it in some way. There are multiple benefits and gains from community service. Some of these benefits are: Psychological benefits: life satisfaction, feeling good about yourself, and decreases stress and depression; Social benefits: engages faculty and students with the community, creates special bonds with the population served, as well as increased social responsibility; and Cognitive benefits: helps to enhance knowledge, earn new experiences, and develop new skills. Doing community service not only makes a difference to the organization being served, but also makes a difference on the faculty and students. It also helps them develop civic and social responsibility skills and become more aware of what their community needs (Sanchez, 2015).

The item "*I wanted to develop my leadership ability*" got the rating of 3.47; the item "*I want to gain additional human resources needed to achieve organizational goals*"; got the rating of 3.44; the item "*I find it beneficial to my family*" got the rating of 3.42; and the item "*I am interested to join the programs because it widens my perspective as community member*" got the lowest rating of 3.39. The interests and willingness of the beneficiaries in attending/joining the community extension services/programs showed that they want to develop their leadership abilities in order to attain the goals of their community.

Beneficiaries are interested to join the program because they will be able to meet new friends (Dilao, 2015) Community partners participate in community service to: gain additional human resources needed to achieve organizational goals; inject new energy, enthusiasm, and perspectives into the organization's work; grow the organization' s organization's volunteer pool: increase public awareness of key issues; reach out to youth an important part of any organization's future support; educate students/youth about community issues; help prepare today's students to be tomorrow's civic leaders; network with colleagues in other organizations and agencies; identify and access other university resources; and build relationships with faculty, students, and staff (see - http://www.servicelearning.umn.edu/info/benefits.html, 2015).

5. Proposed program for Extension Services

Programs are an organization's "life blood." Without well-designed and well-managed programs, most organizations cannot achieve their goals, fulfill their missions, or see their visions become a reality. Good program design and management are even more important today as many organizations experience scarce and uncertain resources. Good programs – as an index of organizational effectiveness, professionalism, and commitment are the best way of convincing donors, communities, governments, and the private sector to "invest" in all aspects of an organization's growth and development. Moreover, good, clear, comprehensive planning can result in improved performance. A sound program design provides a guide for effectively using human, material, and financial resources, enables organizations to track and document progress, clarifies desired outcomes, and reinforces common understandings and shared vision among key staff. A program is vastly improved when all staff members have a stake in its success and feel that they have contributed to. Program design may also contribute to team building and improve communications. It must be smart: Specific, Measurable, Appropriate, Realistic and time bound. Community participation has been identified as an important aspect of the program design and implementation process (see - www.pathfinder.org)

Community extension awareness is very important part of the orientation program every start of the school year of Northwestern University because it is one of the requirements in accreditation. So, the faculty and students should internalize the importance of extension services.

To solve the problems of inadequate fund to finance the extension services, the organization should have the "open admissions" policy to help in funding the activities either financially or in kind; solicit from other

organizations; or conduct fund raising project/s.

Before making a Community Action Plan, the college coordinator/s, together with the Community Extension Center (CEC) personnel, must have a dialog first with the community to identify the problems, needs and their interests. Prior to the implementation of activities, either the coordinator/s or the CEC personnel must coordinate to the community folks and disseminate to all the offices of the colleges through memo or telephone. A reminder one day before the implementation of the activity/ies should be made to all concerned offices.

After the implementation of the activity, the CEC personnel must distribute Evaluation Forms to the participants and beneficiaries to identify the strengths and weaknesses of the activity and to elicit suggestions and recommendations about the program for the improvement of the extension programs.

The coordinator/s should submit narrative report/s, attendance and pictures of the implemented activity/ies. Also, the CEC personnel should give the result of the evaluation of the activity to the coordinator/s for them to know the feedback of the participants and beneficiaries to enhance the extension programs.

Monitoring and evaluation should be done by the community, faculty and students with the participation of the CEC personnel to identify the impact of the programs which were implemented.

Recognition of active participants by awarding certificates/gifts during programs or by sending them messages to appreciate their efforts in community involvement should be done. It is also a way to motivate the beneficiaries, faculty and students to actively involve themselves in every extension services.

Whereas, one of the problems encountered or observed by a faculty respondent that many NWU employees are not interested to join, a design program must be made for them to join by batch so that every employee will gradually internalize and develop their love to join the community extension services and so that they can substantially serve the community as well.

This **Program Design** was made to improve the community extension programs of the different colleges of Northwestern University.

6. Conclusions

There is a need to design a program in addressing the problems and difficulties being encountered by the participants in extension activities specifically on the internalization of Vision, Mission and Objectives of the university and financial problems among others. This could also enhance the extension activities of the colleges.

Implications and Future Research Direction

➢ Present and adopt the designed program of activities.

➢ For other researchers to conduct studies on other needs of the community for additional services.

➢ Conduct Impact Assessment of Implemented Community Extension Services in the Adopted Barangays of Northwestern University

Limitations of Study

The respondents of this study were the faculty and non-academic employees from the different offices who have been involved in the extension activities for the last three (3) years and the 3rd year and 4th year students of all colleges of Northwestern University enrolled during the 2nd semester of School Year 2015-2016. It also included the beneficiaries of extension programs of the colleges in the adopted barangays of the university in Laoag City, namely, Brgy. Apaya and Brgy.Lapaz, Brgy. Estancia and Sta. Maria, Piddig, Brgy.Caribquib, Banna, and Brgy. Payas, San Nicolas, Ilocos Norte. The extension programs are aligned with the university extension programs: Environmental Management/Health and Sanitation; Economic/Livelihood Development; and Social

Development.

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