

# **EAC Community Outreach Program: Its Effect on Participants' Commitment, Responsibility and Development**

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## **ABSTRACT**

EAC has established a community outreach program as one of the ways through which its members would be able to exemplify one of its core values, i.e. service. The outreach program marks two categories namely Literacy and Livelihood that are participated in by employees (consisting of school deans or department heads, faculty, and staff) and students. The program is implemented in the community of Barangay 2, Zone 1, Cuyegking, Pasay City. The structure of the program, its plans and activities are already in place. But there is the question on what effect does it make on the participants, both the sponsors and the recipients. Addressing that concern, this study probed the effect of EAC Outreach Program on the sense of commitment, responsibility, and development of the sponsor-participants, namely: the deans/department heads, faculty, staff, and students. Results of the study yielded a significant effect of EAC outreach program on the commitment, responsibility, personal and professional development on the employees and the students. However, results also indicated that there is no significant difference on the effect of the outreach program between the employees and the students. As future direction, this study may be expanded or continued to include analysis of the effect of EAC Outreach Program on the commitment, responsibility, personal and professional development among the recipient-participants who are the children/youth for Literacy Program and Adults/Parents for Livelihood Program (as phase two) and between sponsor-participants and recipient-participants (as phase three).

*Keywords: EAC outreach program, community, literacy, livelihood, commitment, responsibility, development, Cuyegking, service learning*

## INTRODUCTION

Emilio Aguinaldo College (EAC) lives up to its core values: Virtue, Excellence and Service. Distinctly detailing the importance of the third core value, i.e. service, EAC embraces its crucial responsibility to help students prepare and gain a greater understanding of their meaningful roles in the society and realize how their individual actions affect or contribute to the well-being of others, especially those in need. Thus, through the Office of Community Extension and Linkages, EAC has established a Community Outreach Program with the theme, “E-milians A-dhere & C-ommit to community service”. The Outreach Program serves as one vehicle for members of the EAC Community to truly exemplify the value of service.

The recipient of the EAC Outreach Program is the community at Barangay 2, Zone 1, Cuyegking, Pasay City. The program is classified into two: (1) Literacy and (2) Livelihood. The literacy component includes education, health and environment. School-participants under literacy on education are the School of Arts & Sciences (on Values Formation), School of Criminology (on Crime Prevention), School of Education (on Panimulang Pag-aaral), School of Computer Studies (on Computer Literacy), and the School of Nursing and Midwifery (on Environmental Literacy).

The other schools namely, Dentistry (on Zero Cavity), Pharmacy (on SAGIP), PT/OT/RT (on Level Up! Fitter & Better), Radiologic Technology (on Bantay PTB), Medical Technology (on Iwas Bulate) and Hotel & Restaurant Management (on Wastong Pagluluto) take care of literacy on health, while the School of Business Administration, in collaboration with the School of HRM, focuses on the livelihood component of the program.

The EAC Outreach Program’s structure or plans and activities are already in place. But there remains the question on what effect does such program make on the participants, both the sponsors and the recipients, in terms of their sense of commitment, responsibility, and development. This study explores on such concern to eventually identify areas by which the program can be meaningfully enhanced and made truly successful.

This study aimed at probing the effect of EAC Outreach Program on the sense of commitment, responsibility, and development of the sponsor-participants, namely: the deans/department heads, faculty, staff, and students

**Theoretical Framework.** Considering the educational characteristic that the EAC Outreach Program is designed, Service Learning as a framework is employed to serve as theoretical basis of this study.

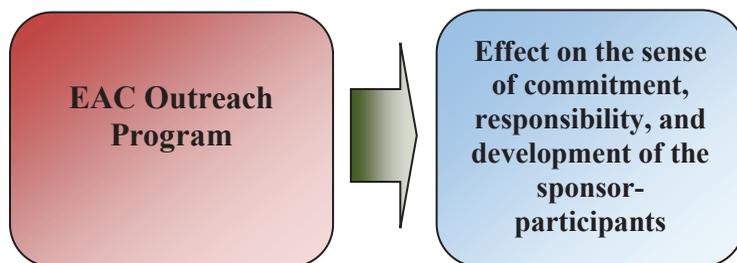
Service Learning is defined as "a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards." (National Youth Leadership Council. *Accessed online on June 22, 2016*). Also, Jacoby (1996) considers it as a form of experiential education in which students engage in

activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.

Furco (2011) asserted that the purpose of service learning is, in essence, to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring. Volunteerism, community service, internships, and field education all exemplify, in some way or another, the core value of service learning, as all of them benefit the student as well as the one they served to an equal degree, the only difference being how material the benefit is. These methods, also tend to focus on ensuring that the students not only serve, but learn something, whether it is people skills, work experience in their future field, or, for Eyler et al. (1999), a change in how students view themselves and others.

Service-learning involves students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community. But this study also explored how service learning can serve as a useful framework not only for students, but also for other participants namely, deans, department heads, teachers, staff, and even the recipients themselves from the community in which EAC Outreach Program is implemented.

**Figure 1. Conceptual Framework**



Shown in figure 1 is the conceptual framework of the study. Such framework signifies the dynamics by which this research proceeded. The left rounded rectangle signifies the **independent variable** identified as **EAC Outreach Program**. This variable served as the stimulus that provided data and was examined in view of a commendable research output.

Data culled out from the independent variable were assessed to give sense to the variable indicated in the right rounded rectangle. Such figure signifies the **dependent variable** identified as **the effect on the sense of commitment, responsibility and development of the sponsor-participants**.

## **MATERIALS AND METHODS**

**Research Design.** This study is quantitative-descriptive in nature. With that, survey was used to extract statistical data to determine the effect of the EAC Outreach Program on the

sense of commitment, responsibility, and development of the participants.

**Respondents & Sampling Plan.** Respondents were registered participants of the EAC Outreach Program composed of deans/department heads, faculty, staff, and students of EAC. The other group was that of the recipients who were residents of Barangay 2, Zone 1, Cuyegking, Pasay City. The sampling method used was *incidental or convenient sampling*. Data Collection was done through survey. Necessary permission and approval from authorities concerned was sought by the researchers vis-à-vis the conduct of the study and participation of respondents in the data gathering. Then, for ethical reasons, respondents' willingness to participate in the research was sought and expressed via accomplishment of Consent Form.

**Instrumentation.** The response of participants elicited through a researcher-made questionnaire. Said questionnaire constituted items that generally fall under the following categories: (1) Demographics, (2) sense of commitment, (3) sense of responsibility and (4) personal and professional development in relation to the EAC Outreach Program. The items marked answers corresponding to a 4-point Likert scale, with 4 as strongly agree and 1 as strongly disagree. To test its validity and reliability, the survey questionnaire was subjected to critique of three (3) experts in the field and was pilot tested.

**Treatment of the Data.** Data from the survey, as they appeared in the questionnaire, were recorded, entered and tallied in Microsoft Excel table. Then, such data were tabulated and analyzed through the statistical package for social sciences (SPSS).

## RESULTS AND DISCUSSION

The respondents in this study marked a total of 115 with 17 employees (school deans or department heads, faculty, and staff) and 98 students across the different degree programs. Results of the data gathered were treated through independent samples test (t-test).

Table 1. Effect of outreach program on commitment, responsibility, and development

Effect of Outreach Program	Items	t	Sig
Commitment	I have a self-imposed dedication to involve in community work/service.	2.776	0.006
	I give importance or commitment to the EAC community outreach program.	2.71	0.008
	I know and believe in the objectives of the outreach program.	1.731	0.086
	I keep myself informed of the activities related to the program	7.551	0.000
	I believe that there are a lot to learn from being involve in the program	2.119	0.036
	The program presents challenges and discomforts, but I can cope with them.	5.888	0.000
	I am happy for being part of the program.	-5.567	0.000
	I get the help I need and feel motivated as participant of the program.	2.762	0.007
	I help disseminate information regarding the community outreach program.	2.602	0.011
	I get appreciation or recognition as participant of the outreach program.	2.827	0.006
Responsibility	The EAC Community Outreach Program develops in me the value of taking responsibility.	-5.567	0.000
	I try my best to resolve problems/issues related to the program.	2.332	0.021
	I give constructive criticism as regards to the areas for improvement of the community outreach program.	8.412	0.000
	I maintain harmonious relationship with other participants and beneficiaries of the program.	2.776	0.006
	I help create an awareness and atmosphere that is committed to community upliftment and social change.	2.711	0.008
Development	It develops/enhances my interpersonal relationship skills.	2.602	0.011
	It makes me passionate about study/work/service.	2.827	0.006
	It makes me see what my long term vision should be for my career.	7.551	0.000
	It makes me realize that I could be an instrument of change in my own little way.	6.459	0.000
	It makes me objectively understand people in the community thus, giving me much motivation to go on with community works and help people.	8.792	0.000
	It teaches me that my life is worth living when shared with people who are in need.	4.292	0.000
	It gives me more reasons to serve the people and be selfless even if it is difficult and at times complicated.	3.875	0.000

Presented in Table 1 are specific items on commitment, responsibility, and personal or professional development that yielded *p values* that are within the acceptable range of significance (0.000 to 0.10).

The results suggest that the outreach program has a significant effect on the **commitment** of both employees and students, noting that, they have self-imposed dedication to involve in community work/service (with *p value* of 0.006); they give importance or commitment to the EAC community outreach program (with *p value* of 0.008); they know and believe in the objectives of the program (with *p value* of 0.086); they keep themselves informed of the activities related to the program (with *p value* of 0.000); they believe that there are a

lot to learn from being involve in the program (with *p value* of 0.036); they accept that the program presents challenges and discomforts, but they can cope with them (with *p value* of 0.000); they are happy for being part of the program (with *p value* of 0.000); they get the help they need and feel motivated as participants of the program (with *p value* of 0.007); they help disseminate information regarding the community outreach program (with *p value* of 0.011); and they get appreciation or recognition as participants of the outreach program with *p value* of 0.006).

Further, the outreach program also has significant effect on the **responsibility** of the employees and students marking that the EAC Community Outreach Program develops in them the value of taking responsibility (with *p value* of 0.000); they try their best to resolve problems/issues related to the program (with *p value* of 0.021); they give constructive criticism as regards to the areas for improvement of the community outreach program (with *p value* of 0.000); they maintain harmonious relationship with other participants and beneficiaries of the program (with *p value* of 0.006); and they help create an awareness and atmosphere that is committed to community upliftment and social change (with *p value* of 0.008).

Lastly, the results also indicate that the outreach program has an effect on the personal or professional **development** of the employees and students considering that the program develops/enhances their interpersonal relationship skills (with *p value* of 0.011); it makes them passionate about study/work/service (with *p value* of 0.006); it makes them see what their long term vision should be for their career (with *p value* of 0.000); it makes them realize that they could be instruments of change in their own little way (with *p value* of 0.000); it makes them objectively understand people in the community thus, giving them much motivation to go on with community works and help people (with *p value* of 0.000); it teaches them that their lives are worth living when shared with people who are in need (with *p value* of 0.000); and it gives them more reasons to serve the people and be selfless even if it is difficult and at times complicated (with *p value* of 0.000).

Table 2. Difference on the effect of the outreach program

Effect of Outreach	Sponsor	N	Mean	Std. Dev.	t	Sig.	Mean Diff.
Commitment	Employee	17	3.6882	0.83085	1.257	0.229	0.2194
	Student	98	3.4689	0.43081			
Responsibility	Employee	17	3.5677	0.51493	1.012	0.394	0.1233
	Student	98	3.4444	0.45707			
Development	Employee	17	3.5824	0.50359	2.226	0.253	0.2158
	Student	98	3.3666	0.44395			
Over All	Employee	17	3.6128	0.61646	1.498	0.292	0.1862
	Student	98	3.4266	0.44394			

As shown in Table 2, the results on the *mean* for the effect of the outreach program on the commitment, responsibility and personal or professional development of employees respectively indicate 3.6882, 3.5677, and 3.5824. This suggest that employees *strongly agree* on the favorable effect of outreach program. On the other hand, the *mean* for the commitment, responsibility and personal or professional development of students respectively yielded 3.4689, 3.4444, and 3.3666. This suggests that students *agree* on the positive effect of the outreach program.

Table 2 also presents *p values* on commitment, responsibility and personal or professional development of employees and student with varying results such as 0.2194, 0.1233, and 0.2158 respectively. Such results indicate large *p values* which are beyond the acceptable range of significance (0.00 to 0.10). This means that there is no significant difference on the effect of EAC outreach program on the commitment, responsibility, personal and professional development between the employees and the students.

## CONCLUSION

This study on *EAC Community Outreach Program: Its Effect on Participants' Commitment, Responsibility and Development* yielded a favorable result marking that there is a significant effect on the commitment, responsibility and personal or professional development of both employees and students. This, therefore, has reinforced the importance of the EAC Outreach Program for employees and students to have a venue to exemplify service as one of the institution's core values, and at the same time, for them to learn something, like people skills, get work experience, and spark a favorable change on how they view themselves and others.

The study also yielded no significant difference on the effect of EAC Outreach Program on the commitment, responsibility, personal and professional development between the employees and the students. Therefore, the favorable effect of the outreach program has consistently marked the benefit that both employees and students get from their participation in it.

## **RECOMMENDATION**

This study may be expanded or continued with two additional phases. Said phases may include analysis of the significant difference on the effect of EAC Outreach Program on the commitment, responsibility, personal and professional development among the recipient-participants who are the children/youth for Literacy Program and Adults/Parents for Livelihood Program (as phase two) and between sponsor-participants and recipient-participants (as phase three).

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