COMMUNITY INVOLVEMENT OF NEMSU FACULTY AND STAFF

Loureville Gilda M. Urquia, Michelle P. Yu, Myriflor A. Miranda
North Eastern Mindanao State University – Cantilan Campus, Philippine

ABSTRACT: *The purpose of this study was to describe and evaluate the community involvement of the faculty and staff of North Eastern Mindanao State University – Cantilan Campus. The researchers also looked into the problems that the faculty and staff encountered while conducting extension services and participating in community activities, as well as the effects of community involvement to teachers and students. The descriptive survey was used to attain the purpose of the study. The key findings revealed that the faculty and staff are actively involved in the community by providing extension services and engaging in community activities. Moreover, the results showed that there is a positive impact of community involvement in the efficiency and effectiveness of faculty members as educators. However, there is still uncertainty in terms of family support, technical support, and linkages and other agencies. This has led the researchers to come up with programs and recommendations to address these uncertainties in order to help faculty and staff give quality services and to encourage others to be involved in the community.*

Keywords: Community Involvement, Extension Programs, Community Activities, Effects

INTRODUCTION

The roles of Higher Education Institutions (HEIs) have been traditionally cantered on teaching and training and research and innovation. However, throughout the years, universities and colleges in different parts of the world started integrating community involvement as one of their core functions by providing extension services and participating in community activities.

Jasper (2023) defines community involvement as a meaningful, consistent participation in activities that support and improve upon social wellbeing [1]. In the higher education setting, it is defined by Farnell., et.al. (2020) as the range of ways in which university staff, students, and management interact with external communities in mutually beneficial ways, either as part of teaching and research or as part of other projects and joint initiatives [2]. In the United States, higher education institutions have shown their commitment to community involvement through changes in practices and policies and allocation of resources to encourage faculty members to engage in the community [3].

In the Philippines, the Commission on Higher Education (CHED) mandated higher education institutions to provide extension services to help develop communities especially the underserved. In the study of Sermona, et al. (2020), they described extension services as the "third mission" of higher education institutions that allows the institutions and their faculty members to share their respective expertise to the community aside from the students who are enrolled in the programs [4].

North Eastern Mindanao State University (NEMSU) Cantilan campus responded to the CHED mandate by conducting extension services with the purpose of "initiating, catalyzing, and sustaining the development of various communities, specifically the adopted barangays, using its expertise, research outputs, and available resources for both academic and non-academic pursuits". Its faculty and staff are involved in different extension programs such as training programs, technical assistance, and livelihood projects. According to Seameo Innotech (2014), local communities are sometimes unaware of what is happening around them and it is up to the teachers to help them realize that there are new developments and new technologies that would impact greatly on their lives [5].

However, the community involvement of university personnel is not limited to simply providing extension services. They are also involved in social, economic, cultural, political, and religious activities. This is because almost everything that happens in the community affects the educational institutions and therefore these institutions cannot be detached from the community they serve [5].

In a study by Francisco (2019) on teachers' involvement in community activities, it was found out that teachers are committed and dedicated to their duties in terms of services they render to the community [6]. Furthermore, the teachers performed well in the various activities in the community and that there is a harmonious relationship in the dealings of the school and the community.

Faculty and staff's involvement in different activities and extension programs not only generates a positive effect to the community but also to the students. They become role models for the students to engage in the community and create a positive impact. Moreover, students can apply the knowledge gained from their studies to real-life situations outside of the university context. In the study of Afzal and Hussain (2020), they discovered that community engagement improves students' skill while they serve and enhance their social and civic consciousness [7].

With the great benefits that communities gain from faculty and staffs' involvement in the different community activities and extension programs, it is important for them to ensure that they provide quality services. Corpuz, et al.'s (2022), study determined that the quality of extension services provided determines how effective extension systems are in accomplishing a sustainable development strategy [8]. However, several factors can affect the delivery of extension programs and services and in the engagement in community activities. Thus, this study was conducted to describe and evaluate the community involvement of the faculty and staff of NEMSU Cantilan campus and the problems that they encounter when conducting extension services to the community and participating in community activities in order to come up with an intervention program to improve the faculty and staff's community involvement.

Methodology

The researchers used the descriptive research design in this study to describe the current state of student services in the university. The focus was on describing the characteristics of a phenomenon and thus, observation and survey tools were employed to gather data. The researchers used both quantitative and qualitative approaches. It involved collection

of quantitative information that was tabulated to describe categories of information in a group situation. In the qualitative aspect, this provided a better and deeper understanding of a phenomenon on the basis of an in-depth study of the phenomenon.

The respondents of this study were the faculty and staff of North Eastern Mindanao State University – Cantilan Campus. For the interview or FGD, the researchers identified 5 to 10 key informants who were chosen based on random sampling using the list of students.

The study adopted and altered the questionnaire of Roxas, L.B., Viuya P.C., & Vallejo, O.T. (2018) on their study entitled Community Involvement of Public Secondary School Teachers in Northern Aurora, Philippines [9]. It consisted of four parts: Part I – Respondents' Profile, Part II – Community Involvement of Faculty and Staff in different activities, Part III - effects of community involvement on the efficiency and effectiveness in teaching, Part IV – the problems encountered by faculty relative to the community programs, Part V – Suggested Policies and Programs for Intervention. The instrument used a 5-point scale and was evaluated by six subject matter experts for content validity.

The data was analysed and statistically interpreted using the percentage analysis and mean. To determine the community involvement of the faculty and staff, the researchers used the arbitrary scale below:

4.21 – 5.0 Strongly Agree
3.41 – 4.2 Agree
2.61 – 3.4 Undecided
1.81 – 2.6 Disagree
1.00 – 1.8 Strongly Disagree

For the qualitative data collected, the interview sessions were recorded, transcribed, and analyzed using thematic analysis.

Statement of the Problem

Table 1. Profile of the Respondents

Table 1		
AGE	**ƒ**	**%**
29 and below	52	41
30 – 39	35	28
40 – 49	26	20
50 – 59	10	8
60 and above	3	3
TOTAL	126	100
SEX	**ƒ**	**%**
Male	49	39
Female	77	61
TOTAL	126	100
CIVIL STATUS	**ƒ**	**%**
Single	63	50
Married	59	47
Separated	0	
Widow/er	4	3
TOTAL	126	100
HIGHEST EDUCATIONAL ATTAINMENT	**ƒ**	**%**
Bachelor Degree	10	8
With Master's Unit	64	50
Master's Degree	26	20
With Doctorate Units	16	13
Doctoral Degree Holder	10	8
TOTAL	126	100
PRESENT POSITION/ RANK	**ƒ**	**%**
Instructor	30	73
Assistant Professor	4	10
Associate Professor	4	10
Professor	3	7
College/ University Professor	0	
TOTAL	41	100
WORK EXPERIENCE (IN YEARS)	**ƒ**	**%**
1 – 5	61	48
6 – 10	25	20
11 – 15	15	12
16 – 20	1	1
20 – 25	12	9
26 and above	0	0
TOTAL	126	100
POSITION/ CLASSIFICATION	**ƒ**	**%**
Permanent Faculty	41	33
Contractual Faculty	61	48
Administrative	13	10
Job Order	11	9
TOTAL	126	100
ETHNICITY	**ƒ**	**%**
Member of Ethnic Group	4	3
None	122	97
TOTAL	126	100

The study sought to describe and evaluate the community involvement of the faculty and staff and the efficacy and effectiveness of community extension programs of North Eastern Mindanao State University (NEMSU) Cantilan campus.

Specifically, it sought to determine:

1. What is the socio-demographic profile of respondents in terms of?
1.1 Age;
    1.2 Gender;
    1.3 Civil Status;
    1.4 Educational attainment;
    1.5 Present position/rank; and
    1.6 Work experience (in years)?

2. How is the community involvements of the faculty and staff described in terms of:
2.1 social activities;
2.2 cultural activities;
2.3 political activities; and
2.4 religious activities?

3. What are the effects of community involvement on the efficiency and effectiveness in teaching?

4. What are the problems encountered by faculty relative to the community programs in terms of;
4.1 family supports;

4.2 technical supports;
4.3 administrative support; and
4.4 linkages and agencies?
5. Based on the findings, what strategies and intervention program are proposed?

RESULTS AND DISCUSSION

Table 1 shows that majority of the respondents are at the age bracket of 29 and below, female, single, and with a bachelor's degree. Moreover, most of the respondents have an instructor position in the university, with 1-5 years of experience and work under a contract. Finally, almost all of the respondents do not belong in any ethnic group.

Table 2. Community Involvement – Involvement

INVOLVEMENT	Mean	Verbal Interpretation
1. Initiates and maintains community development projects.	3.9	Agree
2. Involves in the community projects.	4.04	Agree
3. Coordinates the community programs and services with the target clientele.	4.6	Strongly Agree
4. Participate and be actively involved in the planning of extension activities.	4.0	Agree
5. Participate in the conduct, implementation and dissemination of the program	4.0	Agree
6. Outsource funds, materials, and other service inputs	3.68	Agree
TOTAL	4.0	Agree

Table 2 reveals that in terms of community involvement, the respondents strongly agree that they coordinate the community programs and services with their target clientele. Furthermore, they agreed that they outsource funds, materials and other service inputs though this garnered the lowest weighted mean of 3.68. Coordinating the community programs and services with the target clientele garnered the highest weighted mean of 4.6 and was supported with the theory put forth by the Centre for Community Health and Development last 2022 at the University of Kansas, in which they conducted community assessment that helped them uncover not only the needs and resources but also the underlying culture and social structure that aided them in understanding and learning how to address the community's needs and utilize its resources.

Table 3 below presents that when it comes to social activities, the respondents agree that they attend and accept invitations of the community to host fiestas and other events or festivities, directly get involved in the manifestations of the community outreach program, and disseminate information about the new program of CHED. These earned the highest

weighted mean of 4.0. However, the respondents were uncertain whether the school facility is lent to the community for the conduct of various affairs and activities. This earned the lowest weighted mean of 3.3.

Table 3. Social Activities

SOCIAL ACTIVITIES	Mean Score	Verbal Interpretation
1. Attends and accepts invitations of the community to host fiestas and other events (festivities).	4.0	Agree
2. Initiates activities for the out-school-youth.	3.7	Agree
3. Holds meetings for the improvement of the welfare of the elders in the community.	3.6	Agree
4. Attends birthdays and other activities when invited.	3.9	Agree
5. Directly gets involved in the manifestations of the community outreach program.	4.0	Agree
6. Disseminates information about the new program of CHED	4.0	Agree
7. Lends the school facility for the conduct of community affairs and activities.	3.3	Uncertain
8. Involves the school classroom and other facilities in times of disaster.	3.9	Agree
9. Involves the school and its manpower in health activities like dental and health missions.	3.9	Agree
10. Leads community in other relevant activities.	3.9	Agree
TOTAL	3.82	Agree

Table 4 validates the involvement in economic activities of the respondents. They agree that they participate in livelihood projects of the community which gathered the highest weighted mean of 4.1. Despite this, however, creating and holding meetings for livelihood programs gathered the lowest weighted mean of 3.6 which means that although most of the respondents participate in livelihood projects, some of them leave the planning to others.

The table below depicts the participation of university extensionists and staff in cultural activities. The majority of respondents say that they are actively involved in various cultural activities. For instance, they organize and participate in the community and cultural organizations, widely disseminate information or news and other pertinent information about yearly cultural events that are practiced in the community, and post pictures/tarpaulins about the importance of fiesta or any related cultural activities. These earned the highest weighted mean of 3.6. This is to keep customers or beneficiaries, as well as other interested people, formally and continuously informed about extension service operations and advancements.

Table 4. Economic Activities

ECONOMIC ACTIVITIES	Mean Score	Verbal Interpretation
1. Creates and holds meetings for livelihood programs.	3.6	Agree
2. Creates innovative projects that encourage community residents in improving their way of farming and other occupations.	3.75	Agree
3. Invites people that will lead community residents in improving their lives by means of different livelihood projects.	3.8	Agree
4. Directly initiates people in participating in income generating projects of the school.	3.7	Agree
5. Creates a development plan for the community.	3.8	Agree
6. Encourages a group of people to create livelihood projects.	3.9	Agree
7. Involves the school facility and teachers in the community activities for technology adaptation in their farming and other occupations.	4.0	Agree
8. Does information dissemination that may help community residents in improving their lives.	3.9	Agree
9. Participates in livelihood projects of the community.	4.1	Agree
10. Gives information and possible disadvantages/ effects of the economic projects created by the community.	3.8	Agree
TOTAL	3.82	Agree

In terms of political activities, the respondents are uncertain about the extent to which they are involved. The university is not permitted to engage in politics, solicit aid, or accept political contributions. Furthermore, the university is not permitted to join political rallies and contribute their knowledge. Political parties are not permitted to use school premises for community meetings or political rallies. This is also backed by the CHED Memo Circular No. 30 series of 2009 [10], which serves as a guide on the problem of government officials and employees holding non-political offices/positions who engage in any partisan political activity, both directly and indirectly. The memorandum specifically stated that conduct intended to encourage partisan political activity, such as creating organizations, making speeches and announcements, and expressing promises and support for or against a candidate, are grounds for disciplinary action and will result in removal from service

In addition, the faculty and staff develop and engage in community and cultural organizations. The Extension office, like the rest of the university community, maintains a cordial connection with the community and makes its resources available when needed. As can be seen, the University's faculty and staff are dedicated to serving the community by offering services that promote cultural development.

Table 5. Cultural Activities

CULTURAL ACTIVITIES	Mean Score	Verbal Interpretation
1. Creates dance groups from the community residents.	3.1	Uncertain
2. Lends the school facilities/resources/manpower for the cultural events of the community.	3.4	Agree
3. Organizes and participates in the community and cultural organizations.	3.6	Agree
4. Widely disseminates information/news and other pertinent information about yearly cultural events that are practiced in the community.	3.6	Agree
5. Posts pictures/tarpaulins about the importance of fiesta or any related cultural activities.	3.6	Agree
TOTAL	3.46	Agree

Table 6. Political Activities

POLITICAL ACTIVITIES	Mean Score	Verbal Interpretation
1. Allows the school facilities for the venues of meeting and political rally in the community.	3.0	Uncertain
2. Seeks assistance from political entities for the school needs.	3.1	Uncertain
3. Accepts any other alternative political contributions.	3.0	Uncertain
4. Attends political rallies in the community and extends their contributory knowledge when seeking.	2.7	Uncertain
5. Does not allow themselves to be involved in politics.	2.8	Uncertain
TOTAL	2.92	Uncertain

.Table 7. Religious Activities

RELIGIOUS ACTIVITIES	Mean Score	Verbal Interpretation
1. Holds and uses the school for the mass and other religious activities.	3.5	Agree
2. Organizes religious groups.	3.2	Uncertain
3. Participates in the fluvial/other form of parade that honors saints and religious activities.	3.4	Uncertain
4. Participates in the preparation of church and other mass activities.	3.8	Agree
5. Improves rapport with church people and community residents through series of meetings or holding a meeting.	3.6	Agree
TOTAL	3.5	Agree

The table above depicts the respondents' involvement in religious activities. It is clear that the respondents are involved in a variety of religious activities in their community especially in the preparation of church and other mass activities which garnered the highest weighted mean of 3.8. Moreover, the university establishes religious groups, including a multi-faith organization that promotes the organization and the practices of many religious organizations within the institution. Finally, the university has a close relationship with church members, faculty and staff, and neighborhood inhabitants.

In a study of Lampadan (2021), he mentioned that there are various studies that demonstrate a beneficial association between involvement in spiritual activities and a sense of obligation for the well-being of other members of the community [11]. Active participation in spiritual activities fosters personal growth, life contentment, and the discovery of one's life's purpose.

Table 8. Effects on the Efficiency and Effectiveness

EFFECTS ON THE EFFICIENCY AND EFFECTIVENESS	Mean Score	Verbal Interpretation
1. Helps the student's acquisition of knowledge regarding the real world.	3.7	Agree
2. Develops and teaches students to learn through active participation in thoroughly organized service that was conducted to meet the needs of the community.	4.1	Agree
3. Helps foster civic responsibility.	4.0	Agree
4. Integrates and enhances the academic curriculum of the students, or education components of the community service program in which the participants are enrolled.	4.25	Strongly Agree
5. Facilities productive, positive interactions among the multiplicity of personalities, cultures, beliefs, and ideas.	4.0	Agree
6. Promotes the welfare of the community through extension and outreach services.	4.1	Agree
7. Time allotted to their students or university deprived them of community involvement.	3.6	Agree
8. Lack of time in improving themselves for the betterment of their students.	3.4	Uncertain
9. Personal resources including financial matters were affected.	3.6	Agree
10. Constant absences in the university were reported to parents because of attendance in the community.	3.5	Agree
TOTAL	3.8	Agree

The table above describes how the community involvement of the respondents affects their efficiency and effectiveness as an educator. Most of them agreed that the different extension services they have conducted impacted their efficiency and effectiveness as educators. According to Magnaye and Ylagan (2021), HEI-community partnerships should be mutually beneficial. Academic research and technology transfer services should be able to assist instructors and students in improving their curriculum and pedagogy [12]. Extension services educate students about the importance of citizenship in ways that standard classroom instruction cannot. These commitments may also provide fresh ideas and perspectives to the intellectual process, as well as provide a broader context for academics' work and climate. Simultaneously, members of the public become more aware of relevant concerns and are encouraged to take action to improve their existing position.

Furthermore, participation in community services promotes productive, positive relationships among a diverse range of personalities, cultures, beliefs, and ideas. It also promotes civic responsibility.

On the other hand, there are a few disadvantages to being active in extension activities, such as the time allowed for extension services obstructing the faculty's services to students and preventing them from improving themselves for the benefit of their students. Personal resources, especially financial matters, are also impacted by the extension initiatives.

Despite these disadvantages, Trabel (2018), suggested that the University's extension service policies should be reformed to encourage other academic members to conduct extension work. Maintaining a pool of extensionists at a university is critical because it is one of the most important functions of a HEI [13]. Without the competence of these employees, study findings will not be transferred or disseminated in a systematic or efficient manner to communities in need of aid, direction, and motivation, particularly those who cannot afford formal schooling.

..Table 9. Family Support

FAMILY SUPPORT	Mean Score	Verbal Interpretation
1. Family strongly opposes faculty and staffs' participation in the community activities.	2.9	Uncertain
2. Family does not intend to participate at all.	2.6	Disagree
3. Family problems prohibit them from giving all the necessary involvement in the community.	2.6	Disagree
4. Head of the family does not give financial support to let them participate in the activities.	2.4	Disagree
5. Quality time between family and community involvement was sacrificed and they were forced to choose the two options and what will be their priority.	2.7	Uncertain
TOTAL	2.64	Uncertain

Table 9 presents the problems encountered by the respondents in terms of family support. The results show that the respondents are uncertain as to their families' support in their involvement in the community. One of the things that they are uncertain about is whether their families strongly oppose their participation in the community activities which gained the highest weighted mean of 2.9. However, the respondents disagree that the head of the family does not give financial support to let them participate in the activities which gained the lowest weighted mean of 2.4.

Table 10. Technical Support

TECHNICAL SUPPORT	Mean Score	Verbal Interpretation
1. Lack of resources or funds to be used in community activities.	2.85	Uncertain
2. Problems in leasing and obtaining materials needed for the activities.	2.8	Uncertain
3. Lack of political motivation of community leaders to assist them in their community participation.	3.0	Uncertain
4. Lack of knowledge in using materials and equipment in activities.	2.6	Disagree
5. Lack of electricity in the area wherein the activities are conducted.	2.7	Uncertain
TOTAL	2.78	Uncertain

Table 10 shows the problems encountered by the respondents when participating in community extension programs in terms of technical support. The results show that the respondents are uncertain as to the technical support that they receive as indicated by the composite mean of 2.78. The lack of political motivation of community leaders to assist them in their community participation earned the highest weighted mean of 3.0 which means that respondents are uncertain whether this statement is true. The other matters that the respondents are uncertain about are the lack of resources of funds to be used in the community activity, problems in leasing and obtaining materials needed for the activities, and lack of electricity in the area wherein the activities are conducted which earned weighted mean of 2.85, 2.8, and 2.7 respectively. However, the respondents disagree on the lack of knowledge in using materials and equipment in activities which earned the lowest weighted mean of 2.6.

Table 11. Administrative Support

ADMINISTRATIVE SUPPORT	Mean Score	Verbal Interpretation
1. Opposition from NEMSU heads about the activities being participated.	2.6	Disagree
2. Lack of support from community officials about the projects.	2.4	Disagree
3. Different recommendations on what to do in the projects.	2.9	Uncertain
4. Too much intimidation from government officials.	2.5	Disagree
5. Lack of financial support from the community.	2.5	Disagree
TOTAL	2.58	Disagree

Table 11 presents the problems encountered by the respondents in terms of administrative support. The results show that the respondents disagree that they have a problem when it comes to administrative support. Although the respondents are uncertain whether the administration has different recommendations on what to do in the projects with it gaining the highest weighted mean of 2.9, they disagree on the other matters especially on the lack of support from community officials about the projects with it gaining the lowest weighted mean of 2.4. It is clear therefore, that there is

enough administrative support towards the faculty's community involvement.

Table 12. Linkages and other Agencies

LINKAGES AND OTHER AGENCIES	Mean Score	Verbal Interpretation
1. Red tape among other agencies.	2.7	Uncertain
2. Too much time is exerted for the signatures.	3.0	Uncertain
3. Delayed actions are experienced about the request.	3.0	Uncertain
4. Proximity of the community to other agencies.	3.1	Uncertain
5. Contradicting ideas about the activities from the agencies.	2.9	Uncertain
TOTAL	2.94	Uncertain

Table 12 shows the problems encountered by the respondents in terms of linkages and other agencies. The results show that the respondents are uncertain whether there are problems in terms of linkages and other agencies. The data shows that the respondents are uncertain whether the proximity of the community to other agencies is a problem. This gained the highest weighted mean of 3.1. Likewise, the respondents are uncertain whether there is red tape among other agencies. This gained the lowest weighted mean of 2.7.

CONCLUSION

The faculty and staff of North Eastern Mindanao State University are actively involved in the community, especially in coordinating the community programs and services with the target clientele. They participate in social, economic, cultural, and religious activities but they are uncertain when it comes to political activities because the university is not permitted to engage in politics, solicit aid, or accept political contributions.

Moreover, the results of the study show that providing extension services and participating in community activities have impacted the efficiency and effectiveness of the faculty members as educators in a positive way. However, there are also disadvantages when partaking in such activities. For instance, the teachers' time and service to their students and their time to improve themselves for the benefit of their students are reduced due to extension activities. Nonetheless, it is important to revise the policies of the extension service of the university to encourage other academic members to conduct extension work as it is one of the important functions of HEIs.

In terms of problems encountered by the respondents in their conduct of extension services and in their participation in community activities, the results show that the teachers are uncertain whether there are problems in terms of family support, technical support, and linkages and other agencies. However, the respondents disagree that there are problems in terms of administrative support.

Based on the foregoing findings and conclusions, the following recommendations are proposed:

1. The faculty and staff of NEMSU Cantilan Campus especially the Administrative Personnel, Assistant Professors, Associate Professors, and Professor were encouraged to participate the extension program activities.
2. The faculty and staff of NEMSU Cantilan Campus must include in their annual/yearly agenda of activities any communal initiatives in which all participants will be involved. They should set out time in their calendars and plan accordingly with the targeted community.
3. It maybe urged the availability of time for the faculty and staff of NEMSU Cantilan to engage in practice the effective and efficient communication with other stakeholders in the institution. The head of extension services must create a plan taking into account all of the university's and the societal and other organizations directly and indirectly affected by the extension programs.
4. NEMSU Cantilan Campus must propose an assigned schedule intended for the community service activities that would not affect the quality time of the faculty and staff with their respective families.

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