

Community Extension Profiling of the Teaching and Non-teaching Personnel of the University

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ABSTRACT

Building a community that needs assistance from various organizations, such as academic institutions, is a way to carry out the mission of helping to improve not only the living conditions of the underprivileged but also to have a more significant impact on the morals and principles of the faculty and staff who participated community extension related activities. With relevant provisions of the Higher Education Act of 1994, or Republic Act No. 7722, passed in 1994, and the Commission on Higher Education Memorandum Order No. 48 Series of 1996, Institutions of higher learning are supposed to have a reliable community extension program. Through community-based research, the CARES program of the University of Cebu Lapu-Lapu and Mandaue Campus continued to uphold the spirit of service to the community. As guided by the Vision, Mission, Goals, and Objectives and following the philosophies of the organization, the CARES program was able to create the flagship of every department, and it has been the primary foundation for community service in the partner community. This study is a descriptive, quantitative research design that was conducted on the Faculty and Non-teaching personnel at the University of Cebu – Lapu Lapu and Mandaue Campus. This study's primary goal is to determine the profile of faculty and non-teaching volunteers, know the different programs and activities that they want to be involved in, and determine the reasons for participating in the program. Also, to propose a recommendation based on the result of the study.

Keywords — Social Science, social community extension, community service, community profiling, teaching and non-teaching, Mandaue City, Cebu, Philippines

INTRODUCTION

A community extension activity is an essential function of the academic community to broaden its scope. The outreach initiatives and community extension program serve as a link between the community and the university. It is the method by which a university broadens the range of its program's competencies. Community service has been described as "services that a higher education institution has identified with the assistance of formal or informal consultation with nonprofit, governmental, and community-based organizations, as designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs (Lim, 2011).

Providing community service is about fostering relationships that help communities grow. It is intended to promote social and personal growth (Rubio et al., 2016). The development of a community is a dynamic process that involves all areas of the community. The key to this process is establishing and maintaining channels of communication and interaction among local organizations that are otherwise focused on their more individualized concerns (Chua et al., 2014).

A community extension program is a supported voluntary effort by any public or private organization that aims to assist a community in raising the stakes of its comm. Depending on the needs, a program may take on several shapes, including health care, financial aid, educational support, and livelihood. Any extension program's overall success depends on how participants respond to the program regarding behavioral changes (Coral et al., 2015, as cited in Pesigan et al., 2017).

Community Extension Activities are "a wide-ranging set of activities that are intended to bring about a sequence of outcomes among targeted clients." They explain that a program is more than a single activity. Amongst other things, Community Extensions are measured as giving attention to the needs of the target respondents and dedicated to marking participants' learning behavior, multiple activities, and outcomes (Diehl & Galindo-Gonzalez, 2011). The University of Cebu- Lapu Lapu and Mandaue Campus developed a community extension office in response to this need so that employees, faculty, and other staff members could pool their knowledge and resources and participate in the social engagement program.

The Community Awareness, Relations, and Extension Service (CARES) office operated as the institutional hub for all of the university's colleges' community

extension initiatives. The community extension program will act as a link to the community by meeting their needs in line with the University of Cebu's purpose to democratize high-quality education, be a leader in the industry, inspire hope, and improve lives.

The CARES program of the University of Cebu Lapu-Lapu and Mandaue Campus maintained the spirit of community service through community-based research. The CARES program established the flagship of every department while adhering to the organization's principles and being directed by its vision, mission, goals, and objectives. It has also served as the basis for community service in the partner community.

OBJECTIVE OF THE STUDY

This study's primary goal is to determine the profile of faculty and non-teaching volunteers, know the different programs and activities they want to be involved in, and determine the reasons for participating. Also, to propose a recommendation based on the result of the study.

METHODOLOGY

Research Design

This study is a descriptive, quantitative research design conducted on the Faculty and Non-teaching personnel at the University of Cebu – Lapu Lapu and Mandaue Campus. UC is situated at the base of the Mactan Bridge, which links the cities of Cebu and Lapu-Lapu. A higher education school dedicated to providing a real education based on the values of academic achievement, nationalism, and humanism. With its vision statement of democratizing quality education, being the visionary and industry leader, and giving hope and transforming lives.

Research Respondents

A total of sixty-nine (69) respondents on this survey comprise fifty-six faculty members and thirteen non-teaching personnel.

Instrumentation

The survey was done through google forms that have three parts; first is to identify the profile of the respondents, second is to identify the preferred community extension activities of the faculty and non-teaching personnel, and the third is to know the reasons for volunteering in the community extension

programs/activities of the university. Frequency, percentage, and ranking were used to determine the study's results. Thus, this is a convenience sampling in which the google form was cascaded by sending a google form link through Facebook messenger and E-mail.

Data Collection

The responses from the specified number of informants were used to collect the data. The researcher then assembled and examined the information gathered from the Google form. The identity of the informants was treated as confidential since ethical considerations were given the utmost importance during the course of this study. Another aspect of the ethical norm is protecting data privacy and confidentiality. This ensures that any data acquired is used solely for the goals of this study.

RESULTS AND DISCUSSION

As reflected in table 1, the college of teacher education and the senior high school department is the highest number of volunteers, with 14 volunteers comprising 43% of the total population. The second highest number of volunteers is the Basic Education (Junior high school department), with six volunteers comprising 9.20% of the total population. The colleges of nursing, hospitality, and tourism management are the third highest number of volunteers, with five volunteers comprising 15.40% of the total population.

Table 1. Distribution of Volunteers per College/Department

College/Department	f	%
College of Nursing	5	7.70
College of Customs Administration	3	4.60
College of Criminology	1	1.50
College of Marine Transportation	4	6.20
College of Marine Engineering	1	1.50
College of Computer Studies	4	6.20
College of Teacher Education	14	21.50
College of Business and Accountancy	2	3.10
Senior High School Department	14	21.50
Basic Education (Junior High School Department)	6	9.20

College/Department	f	%
Basic Education (Grade School Department)	3	4.60
College of Engineering	3	4.60
College of Hospitality and Tourism Management	5	7.70
Total	65	100

As shown in Table 2, most volunteers are teaching personnel, with 56 volunteers comprising 81.20% of the total population. Furthermore, 53.60% are full-time permanent employees. According to this result, regular employees are more receptive to the university’s community extension services. Lastly, most of the respondents are female (66.70%), 22-26 years old (33.33), and single (59.40%).

Table 2. *Profile of the Respondents*

	f	%
Classification		
• Teaching	56	81.20
• Non-teaching	13	18.80
Total	69	100
Employment Status		
• Full-time permanent	37	53.60
• Full-time probationary	23	33.30
• Full-time retiree	2	2.90
• Part-time	7	10.10
Total	69	100
Age		
• 22-26 years old	23	33.33
• 27-31 years old	14	20.29
• 32-36 years old	9	13.04
• 37-41 years old	6	8.70
• 42-46 years old	4	5.80
• 47-51 years old	7	10.14
• 52 years old and above	6	8.70
Total	69	100

	f	%
Gender		
• Male	23	33.30
• Female	46	66.70
Total	69	100
Civil Status		
• Single	41	59.40
• Married	24	34.80
• Widowed	3	4.30
• Separated	1	1.40
Total	69	100

Preferred Community Extension Activities of the UCLM Employee Volunteers

As presented in Figure 1, the volunteers' most preferred community extension service is Environmental Related Activities (Clean-up drive, Solid waste management program, and the like). The finding implies that UCLM employees are responsive to the call to protect and preserve the environment.

The second most preferred activity of the volunteers is Disaster Relief Operations (Distribution and packaging). The researchers, who also assist with distribution and packaging, have noted that UCLM employee volunteers are highly kind and eager to donate their spare time to help those affected by disasters.

The volunteers' third most preferred community extension activity is the Skills and Livelihood Training Program (As a facilitator, Trainer, or Mentor). The outcome implies that UCLM staff members are eager to go beyond the classroom and engage the local community.

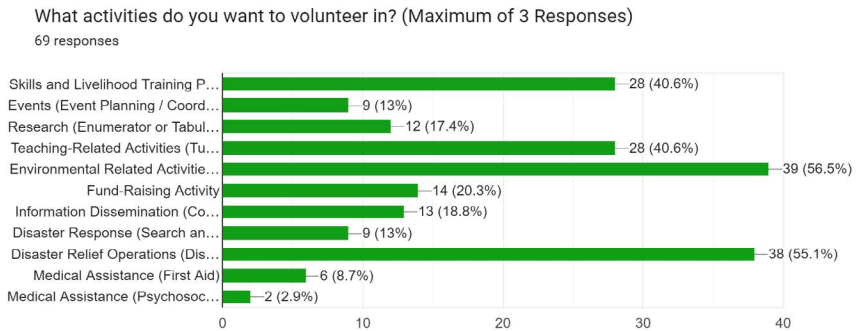


Figure 1. Preferred Community Extension Activities of the Teaching and Non-Teaching Personnel

These findings must be taken into account before beginning a university-wide community extension program with UCLM staff members. The results of the research will have a significant impact on how much participation the employees decide to take part. Additionally, this will serve as a map for finding the areas where UCLM staff volunteers' preferred community extension projects are most needed. Finally, these results will serve as the main focus and source of information for the university's community extension activities.

Reasons for Volunteering In the Community Extension Programs/Activities of the University

Figure 2 is the list of reasons why UCLM employees want to be part of volunteer in community extension programs/activities. It was revealed that the number one reason why employees want to volunteer is to get a chance to give back. It demonstrates the willingness of UCLM staff members to provide what they have to benefit the community.

Giving back to the community boosts self-esteem, and the person will feel proud of themselves for helping others and the community (Cassady, 2021). After volunteering, one could feel proud of and connected to themselves. The more assured he feels about himself, the more probable he will have a positive outlook on life and ambitions for the future. Volunteering does raise one's self-esteem, which may then be applied to "normal" activities and, ideally, results in a more positive outlook on life and one's aspirations (Fairley et al., 2016; Gaber et al., 2020).

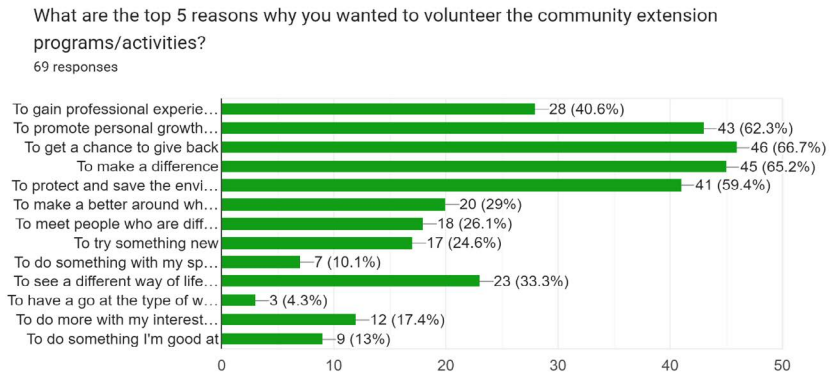


Figure 2. Reasons for Volunteering in the Community Extension Programs/Activities

The second reason UCLM employees want to volunteer is to make a difference. The results imply that their participation in university community extension programs will benefit the community, with the expectation that others will also serve the community in some way. The results also suggest that UCLM staff members are faithful to the institution's vision of inspiring hope and transforming the lives of students and community members.

Volunteering benefits individuals and their support community (Kelemen et al., 2017; Kontogeorgopoulos, 2017). Volunteers' more extraordinary altruism is hardly surprising (Nolan & Rotherham, 2012; Gilbert et al., 2020). Many people use volunteering to combine their hobbies with doing well (Galang, 2014; Kankanamge et al., 2019).

The third reason UCLM employees want to volunteer is to promote personal growth and self-esteem. It shows that UCLM staff members want to advance their personal growth and encourage the creation of their distinctive identities.

Volunteering can give one's self-confidence, self-esteem, and sense of fulfillment in life a positive boost (Bautista Jr. et al., 2021; Escolar Chua et al., 2014). There will be a natural sense of accomplishment when helping others and the community. A person's volunteer work might also help them feel proud of themselves (Aked, 2015; Walag et al., 2020; Llenares & Deocar, 2019).

CONCLUSION

The college of teacher education and senior high school department is the highest number of volunteers, followed by the junior high school department. The third highest number of volunteers are from the colleges of nursing, hospitality, and tourism management. Most UCLM employee volunteers are working full time permanently, 22-26 years old, female, and single. The most preferred community extension services of UCLM employee volunteers are Environmental Related Activities (Clean-up drive, Solid Waste Management Program, and the like), Disaster Relief Operations (Distribution and Packaging), and Skills and Livelihood Training Program (As a facilitator, Trainer, or Mentor). The top three reasons UCLM employees volunteer in community extension programs/activities are to get a chance to give back, to make a difference, and to promote personal growth and self-esteem.

TRANSLATIONAL RESEARCH

The findings of this study may best be translated to various institutions for information dissemination. As such, an information drive can be done to create awareness among other faculty and staff who is interested in the community extension services of a certain university. Moreover, it can be used as benchmarking on community outreach initiatives that relate to and complement the motivations of employees' volunteerism.

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