

An Impact Study of the Community Extension Programs in a State College in the Philippines

Teresita B. Salazar

Camarines Sur Polytechnic Colleges, Philippines

E-mail: vprep@cspc.edu.ph

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ABSTRACT This paper aimed to assess the impact of the implemented extension programs of Camarines Sur Polytechnic Colleges in different partner barangays and communities in the Rinconada Area in Bicol Region, Philippines. This descriptive research study used questionnaire and interview which utilized Mean and Spearman Rank Order of Correlation as statistical tools. Findings revealed that the level of program outputs of the community extension services in terms of skills training, health education, computer literacy, advocacy programs and livelihood programs were satisfactory. Moreover, the economic and social impacts of extension services were likewise rated as satisfactory. The program outputs were also determined in relationship to its social and economic impact. Recommendations to enhance/ sustain the effectiveness of extension programs were likewise proposed.

INTRODUCTION

Extension and community involvement is the key result area which makes the community feels the presence of the institution. There is an increasing appreciation of the impact of higher education extension in the teaching and learning process as students apply their disciplinary knowledge to help address real-world problems. This work may be of interest to higher education institutions (HEIs) which are designing community extension programs with optimized societal outcome (Llenares and Deocarís 2018). It serves as the link between the College and the community. It is the avenue where higher educational institution extends its expertise in line with its programs. It shares the transfer of technology and other extension programs which would assist to alleviate the economic status of its beneficiaries. This extension and linkages is not only intended for the community outside the campus, but it is done also within the campus of the institution itself. Extension programs and projects must be responsive to the needs of the target clientele and must be supportive of the ten-point agenda of the government and the medium-term regional development plan of the Bicol Region specifically on poverty alleviation.

The educational system as mandated by Philippine Constitution, shall reach out to educa-

tionally deprived communities in order to give meaningful reality to their membership in national society and finally enrich their civic participation in program undertaking (De Leon 2008). One of the development agenda of CSPC's Comprehensive Development Plan 2010-2018 is to promote the conduct of relevant extension and community involvement programs/activities to let the community feel the presence of CSPC (CSPC 2018).

The Camarines Sur Polytechnic Colleges envision in promoting the conduct of relevant extension and community involvement through its varied programs, projects and activities to let the community it serves feel its presence. As a public state higher educational institution, the College endeavors to ensure that implementation of a research-based extension program shall enhance the livelihood and entrepreneurial capability of the target clientele for improved quality of life.

The Extension Services Office through its flagship program dubbed as CSPC CARES Community Assistanceship through Responsive Entrepreneurial Skills portrays its mission and vision that is to get in touch to those less fortunate through provision of skills training; technology transfer, advocacy programs and information drive that they could live better and become partners of development. The extension

programs started its noble vision by building, forming and organizing communities from the different municipalities of the 5th district of Camarines Sur or the Rinconada. These are being accomplished through skills training and technology transfer like: automotive and driving, refrigeration and air conditioning, building wiring and trouble shooting, basic welding and metalcraft, carpentry, radio mechanics, plumbing, dressmaking, food processing, baking and commercial cooking, computer literacy and programming, and advocacy programs among others.

The College appreciates the support of the Local Government Units to this endeavor though a collaborative partnership to bring a unified direction to improve the quality of life in the depressed and underserved barangays. These extension programs are sustainably implemented through the coordination and collaboration with the LGU partner which is usually done through a Memorandum of Agreement for the Adopt-A-Community and School Program as approved by the Board of Trustees of the College.

Moreover, with the given parameters of identified standards in the evaluation of curricular programs by Accrediting Agency of Chartered Colleges and Universities in the Philippines, (AAC-CUP) Inc., International Organization for Standardization (ISO), Institutional Sustainability Assessment (ISA), and Institutional Accreditation (IA), the intensification of the extension services programs and activities bringing about total human development geared towards the empowerment of the clientele making them self-reliant, independent and capacitated in the form of technology transfer must be evident and effective.

The Extension Services Office of the College has been continuously implementing different programs and projects in the Fifth District of the Province of Camarines Sur. It is for this reason that the researcher wishes to assess the effectiveness of the extension programs and projects which have implemented in order to strengthen weaknesses if there are and areas needing improvement with the aim to deliver better extension services that will properly address the needs of the community people that the College served.

Objectives of the Study

The main thrust of this paper is to assess the impact of the Community Extension Programs of Camarines Sur Polytechnic Colleges.

Specifically, it aims to determine the level of program outputs of the extension programs; to know the economic and social impacts of the extension programs; to determine the significant relationship between the impact and the level of program outputs; and propose recommendation to enhance the delivery of community extension programs of the College.

METHODOLOGY

The research utilized the descriptive survey method of research. It was used to describe and analyze the existing situation about the effectiveness of the extension programs of the College. In order to collect pertinent data for the study, the researcher made use of a questionnaire and documentary analysis.

A total of 395 respondents were used in the study. Identification of these respondents was based on the data from the extension services who were the beneficiaries of the extension services of the College. Furthermore, interview was also conducted for clarification and validation of some data. The different partner municipalities/communities were given questionnaires. Weighted Mean and Spearman Rank Order of Correlation were the statistical tools used in the study. A 5-point Likert scale was used with the following descriptions: 5-Outstanding; 4-Very Satisfactory; 3-Satisfactory; 2-Fair; 1-Not Satisfactory.

RESULTS AND DISCUSSION

Tables 1 to 5 revealed the level of program outputs of the CSPC extension services in terms of skills training, health education services, computer literacy, advocacy programs and livelihood programs. Reflected in the Table 1 is the level of program outputs of the CSPC extension services in terms of skills training. The results show that the mean for San Isidro is 3.29 which is interpreted as satisfactory (S), La Purisima with a weighted mean of 3.28 is also interpreted as satisfactory (S) and San Roque with a weighted mean of 3.34 which is likewise interpreted as satisfactory (S). On the other hand, Salay has an average mean of 3.87, which is interpreted as very satisfactory; Lourdes has a mean of 3.58 with an interpretation of very satisfactory (VS);

and Sta. Justina has a mean of 3.55 with the same interpretation of very satisfactory (VS). Along this aspect, the overall mean is 3.48 with verbal interpretation of satisfactory (S). The data gathered shows the awareness of the community in various skills trainings conducted by the College and moreover, the benefits which the respondents derived from the extension programs of the College. Contrary to the result of this study, Olavides et al. (2019) found out in their study that beneficiaries were undecided as to whether or the extension activities had helped them in augmenting their income, had improved their living conditions or had caused poverty alleviation.

Table 2 shows the perception of the respondents along the level of program outputs of CSPC extension services in terms of health education.

Along this parameter, the mean is 3.48 with verbal interpretation of satisfactory (S). The data reveals that the respondents gained knowledge which they considered relevant and applied such knowledge in their own families and shared it to other people. The same findings in the study of Llenares, Deocaris (2018) and confirmed in the study particularly on health education such as the importance of family planning, good house-keeping and sanitation.

Table 3 shows the level of program outputs of the CSPC extension services in terms of computer literacy. Along this parameter, the overall mean is 3.36 with verbal interpretation of satisfactory (S). The College has also conducted computer literacy programs which are designed according to the demands and addressed need of

Table 1: Level of program outputs of the CSPC extension services in terms of skills training

<i>S. Skills training No.</i>	<i>San Isidro</i>	<i>La Purisima</i>	<i>San Roque</i>	<i>Salay</i>	<i>Lourdes</i>	<i>Sta. Justina</i>	<i>Overall</i>	<i>VI</i>
1. The skills learned are effective in my profession.	3.39	3.50	3.40	3.87	3.56	3.55	3.55	S
2. The skills taught helped me increase my income.	3.28	3.24	3.37	3.87	3.56	3.55	3.48	S
3. The skills I learned improved my self-esteem.	3.39	3.35	3.38	3.87	3.56	3.55	3.52	VS
4. I have taught other people of the skills I learned.	3.37	3.29	3.38	3.87	3.59	3.55	3.51	VS
5. I became gainfully employed after the training.	3.16	3.13	3.18	3.87	3.59	3.55	3.41	S
6. I adopted the technology I learned.	3.26	3.24	3.41	3.87	3.59	3.55	3.49	S
7. I started my own business after the training.	3.21	3.19	3.26	3.87	3.59	3.55	3.44	S
Mean	3.29	3.28	3.34	3.87	3.58	3.55	3.48	S

Table 2: Level of program outputs of the CSPC extension services in terms of health education services

<i>S. Health education No.</i>	<i>San Isidro</i>	<i>La Purisima</i>	<i>San Roque</i>	<i>Salay</i>	<i>Lourdes</i>	<i>Sta. Justina</i>	<i>Overall</i>	<i>VI</i>
1. The knowledge and attitude I learned are relevant and effective.	3.37	3.39	3.24	3.90	3.59	3.45	3.49	S
2. The concepts and skills taught me are timely.	3.42	3.20	3.25	3.90	3.59	3.45	3.47	S
3. The knowledge I learned improved my self-esteem.	3.47	2.92	3.33	3.90	3.59	3.45	3.45	S
4. I have taught other people the knowledge I learned.	3.47	3.27	3.33	3.90	3.59	3.45	3.50	VS
5. I disseminated the knowledge the knowledge and information to other community.	3.32	3.27	3.29	3.90	3.59	3.45	3.47	S
6. I applied the knowledge I learned.	3.47	3.35	3.19	3.90	3.59	3.45	3.49	S
Mean	3.42	3.23	3.27	3.90	3.59	3.45	3.48	S

Table 3: Level of program outputs of the CSPC extension services in terms of computer literacy

<i>S. Computer literacy No.</i>	<i>San Isidro</i>	<i>La Purisima</i>	<i>San Roque</i>	<i>Salay</i>	<i>Lourdes</i>	<i>Sta. Justina</i>	<i>Overall</i>	<i>VI</i>
1. I learned new knowledge and information in computer technologies.	3.21	3.22	3.36	3.48	3.63	3.36	3.38	S
2. It greatly developed my computer skills.	3.21	3.27	3.28	3.48	3.63	3.36	3.37	S
3. It improved my computer skills required of my job.	3.16	3.17	3.30	3.48	3.63	3.36	3.35	S
4. The concept and skills I learned contributed to a better work performance.	3.37	3.13	3.19	3.48	3.63	3.36	3.36	S
5. It developed my self-esteem.	3.26	3.08	3.33	3.52	3.63	3.36	3.36	S
6. I adopted the technology I learned.	3.32	2.98	3.08	3.52	3.63	3.36	3.31	S
Mean	3.25	3.14	3.26	3.49	3.63	3.36	3.36	S

Table 4: Level of program outputs of the CSPC extension services in terms of advocacy programs

<i>S. Advocacy programs No.</i>	<i>San Isidro</i>	<i>La Purisima</i>	<i>San Roque</i>	<i>Salay</i>	<i>Lourdes</i>	<i>Sta. Justina</i>	<i>Overall</i>	<i>VI</i>
1. The advocacy program benefitted us to learn new knowledge and information.	3.37	3.29	3.15	3.84	3.56	3.45	3.44	S
2. It contributed on the improvement of our way of living.	3.37	3.24	3.23	3.87	3.56	3.45	3.46	S
3. I disseminated the knowledge I learned to the community.	3.37	3.12	3.13	3.87	3.56	3.45	3.42	S
4. It has improved the quality of our lives.	3.26	3.24	3.33	3.87	3.56	3.45	3.45	S
5. It helped me develop my self-esteem.	3.37	3.24	3.32	3.87	3.56	3.45	3.47	S
6. I applied the knowledge I learned.	3.42	3.39	3.11	3.87	3.56	3.45	3.47	S
Mean	3.36	3.26	3.21	3.87	3.56	3.45	3.45	S

various partner barangays. Among the computer literacy program conducted by the College was the computer literacy with troubleshooting and repair.

Table 4 shows the level of program outputs of the CSPC extension services in terms of advocacy programs. Along this parameter, the mean is 3.45 with verbal interpretation of satisfactory (S). The findings show that the College has conducted advocacy programs that helped the marginalized or under privileged sector of

the community. These advocacy programs are focused on environmental awareness and protection and gender and development among others. Similar to these findings, the study of Chua et al. (2014) also focused on the assessment of different extension projects and activities such as environmental clean-up, nutrition feeding program and Christmas gift-giving to name a few which were participated in, well-practiced and assessed as well implemented.

Table 5: Level of program outputs of the CSPC extension services in terms of livelihood programs

<i>S. Advocacy programs No.</i>	<i>San Isidro</i>	<i>La Purisima</i>	<i>San Roque</i>	<i>Salay</i>	<i>Lourdes</i>	<i>Sta. Justina</i>	<i>Overall</i>	<i>VI</i>
1. The livelihood program enhanced our entrepreneurial skills.	3.37	3.29	3.15	3.84	3.56	3.45	3.44	S
2. It helped us augment our income.	3.37	3.24	3.23	3.87	3.56	3.45	3.46	S
3. It has improved the quality of our lives.	3.37	3.12	3.13	3.87	3.56	3.45	3.42	S
4. It has made us more cohesive as a community.	3.26	3.24	3.33	3.87	3.56	3.45	3.45	S
5. It helped us develop our self-esteem.	3.37	3.24	3.32	3.87	3.56	3.45	3.47	S
6. I applied the knowledge I learned in my entrepreneurial engagement.	3.42	3.39	3.11	3.87	3.56	3.45	3.47	S
Mean	3.36	3.26	3.21	3.87	3.56	3.45	3.45	S

Table 6: Economic impact of the program of the CSPC extension services

<i>S. Economic impact No.</i>	<i>San Isidro</i>	<i>La Purisima</i>	<i>San Roque</i>	<i>Salay</i>	<i>Lourdes</i>	<i>Sta. Justina</i>	<i>Overall</i>	<i>VI</i>
1. Enabled me to find a job and become employed as a result of the skills learned.	3.21	3.04	3.14	3.68	3.63	3.45	3.36	S
2. Enabled me to augment my income as a result of the employment gained.	3.32	2.94	3.13	3.71	3.63	3.45	3.36	S
3. Enabled me to improve my house as a result of the income generated from such employment.	3.37	3.06	3.33	3.68	3.63	3.45	3.42	S
4. Enabled me to buy appliances as a result of the income generated from the employment through the skills I learned.	2.95	2.96	3.22	3.71	3.63	3.45	3.32	S
5. Enabled me to gain properties/ownerships as a result of the income generated from employment.	3.26	3.06	3.16	3.68	3.63	3.45	3.37	S
6. Improved my economic status being a self-employed individual.	3.21	3.23	3.11	3.71	3.63	3.45	3.39	S
Mean	3.22	3.05	3.18	3.69	3.63	3.45	3.37	S

Table 5 shows the level of program outputs of the CSPC extension services in terms of livelihood programs. Along this parameter, the mean is 3.45 with verbal interpretation of satisfactory (S). The data obtained implies the fact that the College has indeed conducted livelihood programs and benefited the constituents of the barangay. The same findings were obtained by Abrea (2017) on the livelihood programs conducted to its beneficiaries who strongly agreed that the Badjaos as beneficiaries are capable of applying the skills learned on such extension services.

Impacts of the program of the extension services were also analyzed in terms of economic and social as reflected in Tables 6 and 7. These are the measures on how the community extension program affects the standard of living of the beneficiaries. Many of them were able to improve their living condition as a result of income generated from the employment after they availed of the training programs conducted by the College. Table 6 shows the economic impacts of the program of the CSPC Extension Services. The result shows that the sub-weighted

Table 7: Social impact of the program of the CSPC extension services

<i>S. Social Impact No.</i>	<i>San Isidro</i>	<i>La Purisima</i>	<i>San Roque</i>	<i>Salay</i>	<i>Lourdes</i>	<i>Sta. Justina</i>	<i>Overall</i>	<i>VI</i>
1. Enabled me to become productive and make the right decisions as a result of the skills learned.	3.32	3.27	3.16	3.87	3.59	3.45	3.44	S
2. Enabled me to awaken the spirit of volunteerism in me and share the skills I learned to others.	3.21	3.29	3.10	3.87	3.59	3.45	3.42	S
3. Helped me to boost my self-esteem and confidence as a result of the skills I learned.	3.26	3.17	3.11	3.87	3.59	3.45	3.41	S
4. Helped me to mingle with other people and go out from our homes to enjoy life.	3.26	3.13	3.24	3.90	3.59	3.45	3.43	S
5. Helped me to improve my health and nutrition as a result of the information received and learned.	3.37	3.08	3.14	3.90	3.59	3.45	3.42	S
6. Helped me established camaraderie along with other beneficiaries.	3.37	3.17	3.08	3.90	3.59	3.45	3.43	S
Mean	3.30	3.18	3.14	3.89	3.59	3.45	3.43	S

mean for San Isidro is 3.22 which is interpreted as satisfactory (S), La Purisima with a mean of 3.05, is also interpreted as satisfactory (S); San Roque with a mean of 3.18 is likewise interpreted as satisfactory (S) and; Sta. Justina with a mean of 3.45 is likewise interpreted as satisfactory (S). On the other hand, barangay Salay obtained a mean of 3.69, which is interpreted as very satisfactory (VS); and Lourdes with a mean of 3.63 has an interpretation of very satisfactory (VS). Along this parameter, the overall mean is 3.37 and registered a verbal interpretation of satisfactory (S). The herein findings could be related to by the results of the study of Felicen et al. (2014) whose extension program has a great impact in the economic status of its beneficiaries. They were able to apply into practice what they have learned and produce products for sale to earn additional income.

Table 7 shows the social impacts of the extension programs. This measures how the lives of the recipients of extension programs were benefited in terms of productivity in the true sense of volunteerism. These extension activities further developed them into more self-reliant and decisive residents of their respective communities with the objective of honing them to become socially responsive people of the country. The result shows that the mean for San Isidro is 3.30 which is interpreted as satisfactory (S), La Purisima with a mean of 3.18 interpreted

as satisfactory (S); San Roque with a mean of 3.14 is likewise interpreted as satisfactory (S) and; Sta. Justina obtained a mean of 3.45 with an interpretation of satisfactory also (S). On the other hand, barangay Salay has a mean of 3.89 and is interpreted as very satisfactory (VS); Lourdes has a mean of 3.59 which VI is very satisfactory (VS). Along this parameter, the overall mean is 3.43 which registered a verbal interpretation of satisfactory (S). The results of this study is confirmed by Herrera (2010) which showed that their institution represented by seven (7) Colleges and the Graduate School was socially responsive to the needs and sincere in its role of uplifting the quality of life of the residents of Village Lumbocan.

The computed value on the significant relationship between the economic impact and level of program outputs is shown in Table 8. Data reveals that in all program output indicators with a tabular value at 0.05 of 0.900 except for computer literacy, there exist significant relationship between economic impact and level of program outputs. Thus, program outputs affect their economic situation. It can be said that the implemented extension programs contributed in the upliftment of their standard of living. This was validated in the interview conducted particularly on the additional income they derived from business ventures engaged in after the training on livelihood with financial literacy. In the study

Table 8: Significant relationship between economic impact and level of program outputs

<i>Program outputs</i>	<i>Computed value</i>	<i>Tabular value at 0.05 level of significance</i>	<i>Decision on H_o</i>	<i>Interpretation</i>
a. Skills Training	0.943	0.900	Reject	Significant
b. Health Education Services	1.000	0.900	Reject	Significant
c. Computer Literacy	0.886	0.900	Accept	Not significant
d. Advocacy Programs	0.943	0.900	Reject	Significant
e. Livelihood Programs	0.943	0.900	Reject	Significant

Table 9: Significant relationship between social impact and level of program outputs

<i>Program outputs</i>	<i>Computed value</i>	<i>Tabular value at 0.05 level of significance</i>	<i>Decision on H_o</i>	<i>Interpretation</i>
a. Skills Training	0.829	0.900	Accept	Not significant
b. Health Education Services	0.943	0.900	Reject.	Significant
c. Computer Literacy	0.771	0.900	Accept	Not significant
d. Advocacy Programs	1.000	0.900	Reject	Significant
e. Livelihood Programs	1.000	0.900	Reject	Significant

of Llenares and Deocarís (2018), the regular attendees- beneficiaries described the improvement in their lifestyle. With the additional income for the livelihood projects they established, several respondents reported to have purchased new appliances and were able to donate more money to the community church.

As shown in Table 9, the computed value on the significant relationship between the social impact and level of program outputs. Data reveals that the null hypothesis was rejected along Health Education Services, Advocacy Programs and Livelihood Programs, hence significant relationship exist between social impact and level of program outputs. On the other hand, null hypothesis was accepted along Skills Training and Computer Literacy.

CONCLUSION

Based on the results presented, it can be observed that the College has evidently shown that CSPC was indeed engaged with the community in which extension officials supervise the implementation of the plans, programs and activities of the College to their partner barangays efficiently and effectively. Moreover, the College has highly capable personnel and staff in terms of delivering extension services, who are engaged to achieve the College mission, goals and objectives. A shared leadership and active participation has been developed among the members of the organization. The College evidently has funds available in the conduct of extension programs and activities and that there is a stable funding support from various government agencies, NGOs and other stakeholders.

Along the extent of participation of the development partners in CSPC extension services, the local/barangay officials are greatly involved in the extension services such as skills trainings, advocacy and outreach programs and livelihood programs. Likewise, government agencies such as LGU are very supportive of the extension services as partners in extension plans, programs and activities of the College. They serve as bridge between the College and the community in the implementation of the extension programs and activities. Similarly, it is a great way to fully integrate community members as partners involving themselves in the process of

planning of programs and activities until its implementation.

The College has satisfactorily achieved its objective in its extension services addressing the needs and problems of the community through various projects and activities centered on skills training, health education services, computer literacy, advocacy and livelihood programs. Further, the College has executed aggressively through the support of National Agencies such as Department of Social Welfare and Development (DSWD) on the College's extension programs and activities.

The extension program has a great extent of impact on the economic and social status of the respondents. This is validated by the number of adaptors who are engaged in entrepreneurial and other similar activities. Likewise, the living condition of the marginalized sectors of the society particularly on the programs of the 4Ps have been continually improved as manifested by the Department of Social Welfare and Development (DSWD).

RECOMMENDATIONS

The study proposed that given the result of the assessment, CSPC extension program, projects must be sustained and enhanced. The College, through its extension services office shall continue to be responsive to the needs of the different sectors of the industry and community with which it works with to continually improve the effectiveness of its extension program. The same shall continue to envision the consolidation of the roles of the office and the development of a strategic framework for institutional and industry linkages and community engagement, with particular emphasis on meaningful poverty alleviation programs to uplift the socio-economic status as well as the sustainable development of the partner barangays and its people.

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