Implementation of Community Outreach Program of the National Service Training Program: A Causal Model on Students' Productivity

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Abstract:

This study attempted to develop a causal model on students' productivity in the implementation of community outreach program in San Agustin Institute of Technology. Specifically, this study aimed to: assess the level of implementation of San Agustin Institute of Technology Community Outreach Program; identify the attitudes of the San Agustin Institute of Technology students towards community outreach program; ascertain the level of students productivity of San Agustin Institute of Technology in terms of: knowledge and skills; determine the problems encountered on the implementation of San Agustin Institute of Technology Community Outreach Program; correlate students' productivity and the following: a. extent of implementation, b. attitude of students towards community outreach program, and c. problems encountered on the implementation of community outreach program; identify the variables that best predict students' productivity; and develop a causal model that best fits students' productivity.

A self-made questionnaire and an international study-based questionnaire was adopted to determine the attitude of the students towards community outreach program. Additional structured interview questionnaire was also considered. Descriptive statistics was used for the summary and analysis of the data including frequencies, percentage, means, and standard deviations. In addition, Weighted Mean was used to answer the first, second, third, and fourth objectives of the study, Pearson r coefficient correlation was used to correlate the fifth objective, Stepwise Regression Analysis was used for sixth objective, and lastly, it used path analysis, for studying patterns of causation.

There is a positive attitude from the students towards community outreach program, there is a high productivity in terms of the level of students' productivity in both knowledge and skills, sometimes there are problems encountered by the students in the implementation of community outreach program. Extent of implementation, and attitude of students towards community outreach program was found out to have significant relationship with the students' productivity.

Study further revealed that cleanliness and beautification, frequency of use, and attitude of the students towards community outreach program are the variables that best predict students' productivity.

Moreover, causal model 2 qualified as the best model based on the different test for goodness-of-fit used in this study.

Keywords: Outreach Program, Knowledge, Skills, Attitude, Productivity

INTRODUCTION

Background of the Study

Each and every one of us belongs to a particular community. Each and every one of us also may differ in defining what a community is. Our descriptions may be based on the various books and magazines that we read, television shows that we watch, and on how we personally perceive our community based on the numerous experiences that we've had (Estañol, et.al, 2007). Education of today's generation is challenged to train students in different aspects and prepare them holistically so that they may be able to contribute to the general welfare by recognizing their role as a human being and as a citizen of this country.

Preparing students to become contributing citizens who understand their responsibility to become involved in the community has been one of the driving principles of education. It is this principle that allows this nation to sustain the democracy. Martinez (2007) arranged Copa and Wolf's 13 principles for experiential theory of hands-on education with Miller's categories of people, programs, and processes and added a new category for values. Martinez lists responsibility toward community in three of his four categories. In order for learning to take place, the individual must experience some type of intervention to bring about a change in their thinking or actions, this is the basis of the experiential educational philosophy (Daniel, 2013).

Outreach is an activity of providing services to populations who might not otherwise have access to those services. A key component of outreach is that the groups providing it are not stationary, but mobile; in other words they are meeting those in need of outreach services at the locations where those in need are. In addition to delivering services, outreach has an educational role, raising the awareness of existing services. Outreach is often meant to fill in the gap in the services provided by mainstream (often, governmental) services, and is often carried out by non-profit, non-governmental organizations. This is a major element differentiating outreach from public relations. Compared to staff providing traditional services, Dawson et al. (2006) notes that outreach staff may be less qualified, but is more highly motivated.

At present, majority of the colleges and universities implemented community outreach program to the different communities in order to expose their students to the real definition of the community and enables the latter to determine their vital role in nation-building. Nevertheless, most of the students are unprepared to face such responsibilities in terms of community involvement and implementation of the assigned outreach program due to different reasons.

With these reasons, the researcher decided to conduct an assessment on the implementation of the outreach program, its impact to the attitude of the students, and its productivity. The study developed a model to enhance the effectivity of the outreach program implementation to colleges and universities, especially in San Agustin Institute of Technology.

Statement of the Problem

This study developed a causal model on the implementation of community outreach of National Service Training Program on students' productivity. Specifically, this study aimed to answer the following questions:

1. What is the level of implementation of San Agustin Institute of Technology Community Outreach Program?
2. What are the attitudes of the San Agustin Institute of Technology students towards community outreach program?
3. What is the level of community outreach productivity among students of San Agustin Institute of Technology in terms of:

    a. Knowledge

    b. Skills?

4. What are the problems encountered on the implementation of San Agustin Institute of Technology Community Outreach Program?

5. Is there significant relationship among the level of implementation of NSTP-CWTS and the following:

    a. extent of implementation

    b. attitude of students towards community outreach program, and

    c. problems encountered on the implementation of community outreach program?

6. Which of the variables, singly or in combination, best predict students' productivity?

7. What causal model best fits community students' productivity?

Objectives of the Study

This study developed a causal model of the assessment on the implementation of National Service Training Program community outreach and productivity. Specifically, this study aimed to:

1. assess the level of implementation of San Agustin Institute of Technology Community Outreach Program;

2. identify the attitudes of the San Agustin Institute of Technology students towards community outreach program;

3. ascertain the level of students productivity of San Agustin Institute of Technology in terms of:

    a. knowledge

    b. skills

4. determine the problems encountered on the implementation of San Agustin Institute of Technology Community Outreach Program;

5. correlate students' productivity and the following:

    a. extent of implementation

    b. attitude of students towards community outreach program, and

    c. problems encountered on the implementation of community outreach program;

6. identify the variables that best predict students' productivity;

7. develop a causal model that best fits students' productivity

Significance of the Study

The outcomes of this study would provide valuable information about the importance of community outreach program implementation to the tertiary level of education.

School administrators. This study would help the school administrators find out the best community outreach program that is beneficial for both the school and the students. This study would serve as the administrator's basis on how to implement the community outreach program properly.

Teachers. The findings of this study would guide the teachers on the effective implementation of a community outreach program, the output would help the teacher understand the importance of the activity towards the improvement of the student's attitude and realization on their role in the community.

Students. The result of this study would motivate the students to become more active on their community involvement and this study will provide them information about community outreach programs and its importance as a community member and a Filipino citizen.

Parents. This study would help the parents realize the importance of community outreach program to the development of their children's attitude. Through this study, parents would support their children by allowing them to be involved in a community-related activity designed by school.

Researchers. This study would provide more information that would be useful for future studies about community outreach program.

Scope and Delimitation

This covered the population of the 3rd year and 4th year college students who are graduates of National Service Training Program in San Agustin Institute of Technology particularly in the departments of: Education, BSBA, BSOA, and BSSW, for the school year 2016-2017.

The scope of this study included the results of the observations, interventions, and responses to the questionnaires of the respondents in the study. This study was delimited on the community outreach programs commonly conducted by the different courses mentioned in the college department of San Agustin Institute of Technology.

Definition of Terms

With the vision of giving the readers a clear understanding with regards to the content of this study, the following definitions of the terms are put forward:

Attitude of Students refers to nature of the participants and how they behave as a product of the outreach's outcome.

Bloodletting is an activity mostly organized by the school and participated by qualified students whom served as blood donors. Bags of blood will be donated to Red Cross after the activity.

Cleanliness and Beautification is an outreach program designed in helping the community maintain its cleanliness and beautification. The students of this program are required to help the community in cleaning, and are task to disseminate clean-up drive awareness by educating the communities about the solid waste management.

Community Outreach Program is an activity conducted by the school and participated by the students to provide services to populations who might not otherwise have access to those services.

Constraints/Problems refers to the limitations and situations that affect the success of community outreach program implementation.

Feeding Program refers to an outreach program activity where the students are tasked to prepare food and gather under-nourished children in the community for them to feed. This activity is frequently done by the school to help the community fight against malnutrition.

Relief Goods Distribution is usually done every Christmas season to give joy and offer some relief goods to those who are less fortunate. The activity can also be done if there are unexpected calamities in the country.

Students' Productivity refers to the output or impact of the conducted activity to the students either the students reached the goals and objectives based on the knowledge, skills, and attitudes.

Tree planting refers to the activity that enable the students to appreciate the importance of tree planting and tree growing. This activity allows the students to realize their role not only to the community but also to the environment.

THEORITICAL FRAMEWORK

This chapter contains the literature review and studies which has importance and relationship to the assessment on the implementation of San Agustin Institute of Technology community outreach program and productivity. The review will focus on the following: assessment, community outreach program, extent of implementation, attitude of students on community outreach program, and on the constraints on the implementation of community outreach program. The chapter will also include the conceptual framework and will also include the research paradigm and the hypothesis of the study.

Review of Related Literature and Studies

Level of Implementation of Community Outreach Program

MAPUA Institute of Technology (2006), gives knowledge on medical-related fields and extends health services needed in the community. It includes medical services like first-aid operation, vaccination, and information dissemination, basic lifesaving seminars, heath/nutrition technical assistance and training of youth to be first aid assistants (Agus, 2006). In addition, the government has also found allies in efforts to address malnutrition. Non-government organizations (NGOs) and the corporate sector have initiated programs such as the ―Feeding Hope community-based feeding program and the ―Pasiglahin ang Estudyanteng Pinoy (PEP) school-based feeding program.

A study of DLSU-MANILA in CWTS (2005) raises the level of awareness of the school's mostly middle to upper class students on the conditions of the poor and oppressed sectors while equipping the members of partner communities with the technical expertise needed to address their needs. Genuine compassion among students for these communities is instilled while giving community members hope for a better future and faith in themselves. The program converts politically and socially indifferent students into active volunteers and advocates while strengthening the collective efforts among community members to develop their community/sector. Having learned and gained so much from CWTS experiences, the school is positive that it will reap more rewards that will demonstrate the extent by which the program can effect positive change in the minds, hearts, and lives of all those involved in the program (Toquero, 2005).

Further, in DLSU-Manila, CWTS program was beneficial to the community, specifically, in terms of Education and Training where 1,200 children in 15 communities enhanced literacy skills, at least 80 children aware of their rights, and at least 100 adults equipped with livelihood skills. Health, Sanitation and Waste Management was also developed in the program which gives access to free medical supplies for "Botika sa Barangay" in 4 communities, provision of medical supplies, clean-up drives conducted in at least 10 communities. Creative and Sports Activities for the Youth was also emphasized in the program were 100 youth in 5 communities participated in sports clinics, sports fest, arts and crafts workshops. There were also survey report on waste disposal practices in Tanay, Rizal, improvement and construction of community pathways, fences, railings, water system, provision of school/learning supplies and materials in 20 communities, improved classroom facilities in day care and learning centers and video documentary report.

Sundeen and Raskoff (1999) concluded that: "The effective implementation of program goals requires greater effort in defining the goals of service vis a vis the school's educational goals; improved coordination with community organizations; heightened attempts to encourage students to reflect on their experiences and integrate them with the school's educational mission; increased training opportunities for teachers regarding methods of reflection and integration; and greater attention to training, recognition, and program evaluation.

The Philippines is one of the most vulnerable countries to climate change, being an archipelagic country. Therefore great imperative should be given to disseminate information and educate the youth about

the ramifications of environmental issues especially about biodiversity conservation and climate change (Guzman, 2004). The youth can play a vital role in environmental protection and management if given the chance to do so. With the proclamation of ROTC as an optional undertaking and the offering of Civic Welfare Training Service (CWTS) under the National Service Training Program (NSTP) pursuant to R.A.9163 as an option; This opens a new avenue for the recruitment of a cadre of environmental protection partners through the CWTS curriculum that will be especially geared towards the orientation of NSTP along mostly environmental concerns. Meaning, students who will take up this option will be given special deputation powers by the Department of Environment & Natural Resources (DENR). They shall follow a specially formulated curriculum that will have in its focus community-based experience on environmental problems and its solutions. This specialized and modified curriculum shall be known as ECO-CORPS (Environment Conservation through Citizens Organized Participation and Support) CWTS.

Palmos (2011) study in the University of the Philippines found that due to CWTS implementation, top five citizenship practices are evident, such as: engaging in gainful work, respecting rights of others, conserving resources, being proud to be Pinoy, and following authorities.

Nonetheless, CWTS appears to have promoted and enriched students' knowledge on citizenship and volunteerism. It encouraged more acts of volunteerism.

Level of Implementation in terms of Bloodletting

A safe and sufficient blood supply is requisite for a functional surgical system. Although the disparity in blood donation rates between low-income and middle-income countries (LMICs) and high-income countries is well documented, less is known about the reasons for this inequity, which compromises eff orts to remedy it. We aimed to review the state of the blood supply and elucidate unique country-specific challenges in each of the world's 196 countries. The blood supply in LMICs is of insufficient quantity and safety, and the reasons for these deficits are multifactorial. Addressing blood supply inadequacies requires focused attention at both local and global levels. Political prioritization and innovative solutions to the blood crisis will be necessary to improve this situation and will require a culturally cognizant, pro-poor, pro-equity approach. Reviewing successful approaches to this crisis employed by some countries can be helpful in charting a way forward. Bloodletting diminished, and registered phlebotomists nowadays play this fundamental role, but making sure that the donors are healthy, in order to transfuse blood to those in urgent need of red blood cells (Zubieta-Calleja, G., 2004). In addition, Agrawal, A. (2013) in his research stated that blood transfusions form a crucial and irreplaceable part in the medical management of many diseases. The collection of blood from voluntary, non-remunerated blood donors from low risk populations is an important measure for ensuring the availability and safety of blood transfusion. The sample population consisted of mostly men (67%) in the age-group of 26-35 years. Requirement of blood and the measures to promote voluntary blood donation have a direct relationship with the total population and literacy level of the population. Awareness about blood donation, source of knowledge about blood donation, reasons for not donating blood are particularly stressed. With increase in educational level, the awareness level was also found to increase. While among illiterates 81 percent of the respondents knew about blood donation, among the post graduates the same ratio was found to be almost cent-percent. Among various reasons cited for not donating blood, lack of awareness being the most common reason. People gathered information about blood donation from several different sources with electronic media being the most prominent. Conclusion: This study illustrates how increasing awareness and marketing 'Voluntary blood donation can enhance adequacy of blood needs of a state or for that matter the entire country. This study also underlines how different media,

especially electronic media, can be used to propagate altruistic blood donation. Lastly, for close to half a century, the Red Cross collected blood from donors through a voluntary blood donor program, tested donated blood for evidence of disease, and supplied blood to hospitals and clinics, with the costs borne by the RC through government grants. The RC blood donor program can be likened to that of an "insurance" policy where voluntary donors donate blood, which undergoes a rigorous screening and processing procedure and is then manufactured into four different products that can then be used during an illness, as prescribed by a physician, to help up to four different people. Blood safety is a critical issue worldwide. Unsafe blood transfusions can lead to several transfusion-transmissible infections (TTIs), such as human immunodeficiency virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS), hepatitis B virus (HBV) and hepatitis C virus (HCV) (Busche, Kleinman, & Nemo, 2003). According to World Health Organization (WHO) fact sheets, approximately 10% of all HIV infections in the early 1990s were caused by unsafe transfusion (WHO, 2005). Although improvements have been made worldwide to prevent transfusion transmitted diseases, the safety of blood supplies is still an issue for a large number of developing countries (WHO, 2005). For example, approximately 5% of HIV infections are attributed to unsafe blood in Africa today (WHO, 2005). The prevalence of HBV and HCV infections among donor population in Pakistan has ranged from 2% to 9% across different regional studies (Liu, 2006).

Voluntary blood donors are generally one source for blood safety. Previous research has shown that voluntary blood donors are less likely to carry diseases compared with paid donors (Beal & van Aken, 1992). Also, voluntary donors are not as worried about being disqualified as paid donors, therefore are more likely to be honest about their health status (WHO, 2008). In many countries, however, safe blood supplies are scarce, and the recruitment and retention of voluntary blood donors are challenging tasks. Consequently, people die prematurely because of insufficient, safe blood suppliers (WHO, 2005). Therefore, it is crucial to identify factors that motivate people to donate blood voluntarily and that can be used to help design effective communication campaigns to promote blood safety and blood donation.

Moreover, in the study of Lu, J. (2009) it was revealed that although it is plausible to assume that one's perceived ability to conduct an action would influence the perception of whether the action is under control, this might not be true in the blood donation context. Blood donation is more difficult compared with other daily activities such as exercise. It involves overcoming internal barriers such as fears and external barriers such as the location and schedule of blood mobiles. Therefore, one's perceived ability to donate blood (self-efficacy) does not necessarily affect one's perception about whether blood donation is under control (controllability). For example, one might believe she/he has the ability to donate blood because of good health status, but consider blood donation to be out of control because of inconvenient location of blood drives. As a result, the shared variance between self-efficacy and controllability might be low.

The importance of social pressure and social responsibility (Glynn, et al., 2002) was identified in the previous literature. For example, social responsibility was reported as one of the most important factors that motivated people to donate blood (Gillespie & Hillyer, 2002). The current study reinforces the need for blood donation campaigns to appeal to social responsibility. One possible method is to frame blood donation as a socially admirable behavior. Following this proposal, it is essential to increase the general populations' exposure to mass media messages featuring the social norms (desirability) of donating blood. For example, media message content might feature the message indicating that residents in the community are donating blood or that blood donations are the social obligation of responsible citizens. To target college students in particular, campus based social norm campaigns could be launched. Specifically, the campaign messages should be tailored to meet the special characteristics of college students. For instance, the campaign message

should emphasize that other college students have donated blood regularly. College newspapers and flyers could be used to increase the awareness of the campaign.

Level of Implementation in terms of Cleanliness and Beautification

Failing to ensure the cleanliness of a building can have a detrimental impact on the health and wellbeing of all of those who use it. Within any public building, particularly where children are concerned, it is necessary to ensure that significant time and resources are invested into the hygiene of the building. However, another consideration that is often not spoken about is the link between the tidiness and appearance of an environment, and the improvements in concentration and productivity. This is particularly important when it comes to education. A number of studies have emerged over the last few years that demonstrate that the tidier a building is, the more it will be conducive to study and work. For example, recent findings published by the World Green Building Council, entitled 'Health, Wellbeing and Productivity in Offices: The Next Chapter for Green Building', showed that the layout and lighting of a building can have an equally powerful impact on those who work within it. It said that the air quality of a property, as well as the lighting can affect the way people work. The report also found that a well-ventilated office can help to boost productivity by 11 per cent. A separate, more dated report entitled 'Cleanliness and Learning in Higher Education', was conducted by Jeffrey Campbell, Ph.D, chair of the facilities management program at Brigham Young University. It showed that the level of cleanliness has a direct impact on the ability to learn. The 2008 study categorized the different levels of cleanliness, with level one representing orderly spotlessness and level two denoting ordinary tidiness. Level three was categorized as casual inattention (for example, when things are kept out of place), while level four described 'moderate dinginess'. The most severe rating was level five, which represents 'unkempt neglect'. Its figures revealed that the vast majority (88 per cent) of students reported that the lack of cleanliness becomes a distraction to their learning ability when a building's tidiness is ranked at level four or five. Furthermore, the survey showed that 78 per cent of students indicated that levels of cleanliness have an impact on their health. In other words, a tidy building was perceived to aid not only learning, but also their physical wellbeing. Respondents also stated that when their working environment is untidy, it serves to exacerbate their allergies, boosts the chances of rodent infection, and spreads germs. It was also found to have a negative impact on the general mindset of students, who stated that a dirty building heightened their stress levels. Not only does the study highlight the importance of ensuring that particular attention is paid to promoting clean and healthy schools and universities, but it also shows that students are actively interested in the appearance of their working environment.

Daniel Kahl (2016) stated that cleanup effort should begin with some creative planning and organizing. A community improvement committee, city council, or the county commission could take the initiative to form a core planning committee. Community clean-up campaign improves the physical appearance as well as creates a sense of community and pride among the residents, creates a good impression on prospective employers, professionals, and others who visit the community, improves the health of the community by eliminating places for insects and rodents to live, and provides an opportunity for residents to get involved and show immediate, visible results.

Cleaning plays a vital role in our daily lives. Be it personal hygiene, such as washing our hands before we eat or covering our mouths when we cough, or setting a standard for environmental cleanliness, effective cleaning is our first line of defense against viruses and infectious diseases (Goldin, P. 2014). Estanol, E. et.al, (2007) stated that that the most important reason why we have to act now on the worsening solid waste problem is their impact on human health. Health is a basic human right. We all deserve to live in a cleaner environment. We all desire for a healthy family, a healthy neighborhood, and a healthy nation. And, the only

way to satisfy these desires is to get rid of garbage that breeds flies, roaches, rodents, and harmful bacteria that can spread diseases in our home and in our communities.

Level of Implementation in terms of Feeding Program

Various child psychologists have said that growth and development of a child depends among other things the nutrition of mother before and after birth. The provision of adequate nutrition aims at promotion of good health recognized as constituting the found action of proper growth of children. Various researchers assert that, a child's fastest growth in physical, mental and socio emotional characteristics take place during this age and children are found to be most vulnerable to environmental influence. More traumatizing is that growth deficiencies that occur during preschool years are difficult and sometimes impossible to reverse .Following this argument then , attention to raise preschool enrolment and quality due to its importance should provide numerous opportunities focusing in raising the nutrition and health of 0 to 6 years age group .It's clear that improved nutrition and health are seen as necessary conditions for increasing enrolment , retention and learning achievements in preschoolers (MOEST 1998). In developing World Africa for instance, malnutrition results from deficiencies and most always poverty. The evidence is unequal in demonstrating that short stature school children a product largely resulting from growth retardation in early childhood combined with environmental factors related to poverty is an indicator of risk of poor school performance. In Kenya, the issue of nutrition and health of children has been of great concern. At a UNESCO (1990) meeting in Kenya reported that the government has had many years of experience in running programs that address the educational, health needs of the school age children 2 including policies, extended access to different levels of schooling, school feeding programs by the communities and government in arid and semi-arid areas. Effects of nutrition and health during early years of life are potentially capable of having long term consequences that can affect a child's history of formal education. Children's readiness for school is determined in part by a child's physical development aptitudes and motivation to learn. A number of prevalent nutrition and health conditions are shown to affect school participation and educational outcomes. Infant mortality rate in Kenya in 1996 was 76% where children died directly because of malnutrition. The survey found out that up to six months of age, Kenyan children grow well. Thereafter, apparently growth starts to slow down. This points a glooming picture especially towards the future of ECD, as it is true that this is a slow growth and is prevalent within the preschool system hence has serious developmental implications.

According to Bundy, D. et.al, (2012) the key issue is then not whether countries will implement school feeding programs, but how and with what objective. The near universality of school feeding provides important opportunities for WFP, the World Bank and other development partners to assist governments in rolling out productive safety nets as part of the response to current global crises and also to sow the seeds for school feeding programs to transition into fiscally sustainable investments in human capital. The main preconditions for the transition to sustainable national programs were: mainstreaming school feeding in national policies and plans, especially education sector plans; identifying national sources of financing; and expanding national implementation capacity.

In the study of Chepkoech, B. et.al (2016), it was stated that School Feeding Program (SFP) is an essential aspect of child growth and holistic development. To establish a functional SFP, parents should be involved in all procedures to ensure sustainability of the program which will cater for children from diverse socio-economic backgrounds hence academic achievements among Early Childhood and Development (ECDE) children. Nutrition and health are powerful influences on a child's learning and how well a child performs in school. The effect of under nutrition on young children aged (0-8) can be devastating and enduring. In the area of cognitive development, "when there isn't enough food, the body has to make decision

about how to invest the limited foodstuffs available. Survival comes first, growth comes second. Good nutrition involves consumption of a variety of foods in appropriate amounts, since no single kind of food can provide all the necessary nutrients, protein, carbohydrates, fats, vitamins, minerals, fibre and water are all very important. Undernourished children have short attention span which is linked to low glucose levels. Food provides a good amount of glucose amongst children, provision of balanced diet would enable children to develop their cognitive, psychomotor and affective domain. A healthy child will concentrate more in class work hence developing the cognitive part. He can also play to develop physically and will interact with others with a lot of ease and grow in self-esteem.

School feeding programs are common in both developing and industrialized countries. The objectives of school feeding programs are to provide meals or snacks to reduce short-term hunger in the classroom so that the students can concentrate and learn better, and to attract children to school and have them attend regularly (Ahmed, A. 2004). The main objectives of the supplementary feeding programs were to improve the nutritional status and health of the beneficiaries, to stimulate regular attendance at health centers, and also to introduce nutrition education. Acceptability, availability, nutritional adequacy and costs are all important parameters when we are trying to choose the food supplements to be used in a particular program. Some measures for the improvement of supplementary feeding programs are here suggested: the objectives of the programs must be well defined. If the objective is mainly social, educational or economic there may be other less expensive measures that can be applied more effectively, a better target group in terms of the degree of malnutrition should be selected (Schilling, P., 1990).

Level of Implementation in terms of Relief Goods Distribution

Disaster Relief is important to hasten the distribution of supplies and aid those in need. Given that humans can only survive without food and water for a certain number of days, it is crucial to prepare relief supplies as early as possible and to be able to circulate it to the affected areas. Since the municipality's current processes for relief management are done manually, there are usually discrepancies in relief goods accountability, delivery, allocation and prioritization of high risk areas. This paper aims to highlight and identify current practices, particularities, and challenges in disaster relief supply chains while making use of the Canonical Action Research for the methodology. It focuses on response and recovery carried out by different disaster relief organizations through a further comprehension on planning and distribution of relief goods during disaster reinforcement. This ensures that there will be proper dissemination of goods including adequate prioritization of communities most devastated by the disaster. The developed Resource Allocation Prioritization System (RAPS) has increased productivity within the local government unit in terms of relief management. RAPS will improve reaction time of the Municipality and risk rating will enable users to determine which areas are in need of immediate relief in case of disasters. Usage of SIDI will enable relief centers to monitor the population per center moreover use the data previously given by the owner to determine what package would best fit the needs and composition of their family. RAPS website features a Donors' page wherein donors can create an account and enable them to directly create donation pledges within the system. General users can view the site for updates given via the PAG-ASA feeds, news given by barangay officials, and view maps to see which areas are flood-prone and which areas are currently flooded during a disaster.

Relief goods have always been a vital part in helping those people who have scarce supplies (food, water, clothes, etc.) in times of natural or man-made disasters. Being able to manage relief goods is vital especially when it comes to unexpected occurrence or severity of any disaster. This serves as additional aid to those victims of certain calamities especially that of flooding and fire, which is a common event in our country. The supplies used which are packed to certain extents that are made to cater the needs of the

community and number of people is always taken into consideration by this part. Disaster is an inevitable and unforeseen foe. You can never predict what happens next and how it can impact the lives of many people. These days, there have been a lot of casualties happening from all sorts—may it be by nature or man-made. What is worse is that these disasters have evolved into far greater than what "disasters" used to be defined as. Based on the Annual Disaster Statistical Review, in the year 2010 there have been roughly about 385 natural disasters globally that have killed almost 297, 000 people worldwide. These disasters affected almost 217 million families and caused damages that costs over US$ 123.9 billion. The Philippines, on the other hand encounters approximately 19 typhoons each year, with the northern and eastern parts being strongly affected (Disaster Monitor, 2008). To be able to control the loss and suffering encountered during disasters, it is important to properly allocate resources as well as to give value to prioritization. Given that humans can only survive without food and water for a certain number of days, it is crucial to prepare relief supplies as early as possible and to be able to circulate it to the affected areas. However, as communities settle to different location in which some inhabit vulnerable locations and increase in their densities, the concern about managing and rendering of relief efforts are even more critical (Espina, et.al 2013). With that, response to highly disaster prone areas must be given priority. This topic was inspired by the movement of the World Health Organization to utilize prioritization upon allocating medicinal relief to third world countries through strategic and systemized research and planning. Proper monitoring of resources both in the warehouse of relief goods as well as the resources being allocated could improve on relief operation in terms of having quicker response time to those affected by the unfortunate event as well as save lives. This means that it would be much easier to have an idea of the things to be allocated to the relief sites. Being able to monitor the necessary resources that each individual or family needs in a relief goods package which would be distributed later on is vital in knowing how to cater to the crowd especially to the necessities that they need. The system then aims to address this need for proper resource allocation and prioritization in order to pave way to a means that would be suitable to the conditions in the communities. Also, it would be able to have knowledge of information on who to prioritize when disasters occur. Resolving this issue means being able to take note of the important things, which should be considered in relief goods allocation and prioritization. To be able to control the loss and suffering encountered during disasters, it is important to hasten the distribution of supplies and aid those in need. Given that humans can only survive without food and water for a certain number of days, it is crucial to prepare relief supplies as early as possible and to be able to circulate it to the affected areas. However, as communities settle to different location in which some inhabit vulnerable locations and increase in their densities, the concern about managing and rendering of relief efforts are even more critical (Espina, et.al 2013).

Level of Implementation in terms of Tree Planting

Deep root systems have been recognized as a problem of urban trees since at least the 1980s (Berrang et al., 1985), but the extent and causes of the problem were not understood. Studies show that up to two thirds of the uppermost structural roots of street and park trees were more than 7.5cm below the soil surface (Watson and Hewitt, 2006). Nursery practices were first blamed for deep root systems without supporting data (Berrang et al., 1985). More recently, research has shown that the uppermost roots can average 7.5–10cm below the soil surface in the nursery fields, and in harvested root balls (Watson and Hewitt, 2006). The average depth may not be alarming in itself, but a substantial number of individual trees may have roots that are much deeper to achieve this average. Nursery production practices can contribute to deep root systems. Root pruning seedlings produces adventitious roots at the cut end of the primary root that grow rapidly. Many of the small natural lateral roots above the regenerated roots may be lost. Honey locust sugar maple (Acer saccharum) and

callery pear (Pyrus calleryana) can lose up to 60% of these lateral roots when transplanted as one-year-old seedlings (Hewitt and Watson, 2009). The vigorously growing adventitious roots produced at the cut end, combined with the loss of natural laterals, has the potential to develop an 'adventitious root flare' deeper in the soil than the natural root flare. The depth of the adventitious root flare is determined by the length of the primary root after pruning. Even if the tree is planted at the original depth and the graft union is visible above ground, the adventitious root flare can be 30cm or more below the soil surface from traditional root ball and container stock before planting bare root. The primary reason for it is to be able to see and correct root defects. This bare rooting process may limit the planting season compared to the original root ball stock, but both experience and research are limited at this point (Appleton and Flott, 2009).

Philippines is one of the most vulnerable countries to climate change, being an archipelagic country. Therefore great imperative should be given to disseminate information and educate the youth about the ramifications of environmental issues especially about biodiversity conservation and climate change (Guzman, 2004). The youth can play a vital role in environmental protection and management if given the chance to do so. With the proclamation of ROTC as an optional undertaking and the offering of Civic Welfare Training Service (CWTS) under the National Service Training Program (NSTP) pursuant to R.A.9163 as an option; This opens a new avenue for the recruitment of a cadre of environmental protection partners through the CWTS curriculum that will be especially geared towards the orientation of NSTP along mostly environmental concerns. Meaning, students who will take up this option will be given special deputation powers by the Department of Environment & Natural Resources (DENR). They shall follow a specially formulated curriculum that will have in its focus community-based experience on environmental problems and its solutions. This specialized and modified curriculum shall be known as ECO-CORPS (Environment Conservation through Citizens Organized Participation and Support) CWTS.

Burcham (2009) stated that the work of planting and managing trees in the urban landscape is overseen largely by community tree planting programs. These programs frequently operate within the larger framework of municipal governments and non-profit organizations, and professionals holding advanced educational degrees and arboricultural certifications regularly staff these programs. Although tree planting programs have unique scopes, budgets, and missions, they share the common goal of 5 building community through planting trees, often by involving individuals or groups of people in the process. Every community tree planting program coordinates several processes in order to successfully manage public trees. To support a vigorous population of trees, these programs plan and design planting areas, select species for individual sites, coordinate planting activity, perform regular maintenance and pest management, and remove hazardous trees in a timely manner. However, despite these common activities, each program is uniquely suited to the city it serves. In some programs, people work diligently to coordinate the sizeable planting activity in a centralized, professional manner, and with other programs the emphasis is on the inclusion of individuals or groups of people in environmental education and volunteer stewardship efforts.

One barrier to achieving greater diversity in the urban landscape that is frequently mentioned by community tree planting program managers is the mixture of available species within nurseries. Gardescu (1976) stated that nursery stock availability is a fundamental problem, ultimately inhibiting species selection during design processes. Miller and Bates (1978) reported that several Wisconsin communities had difficulty locating sufficient species adapted to urban conditions in the nursery inventory. Trowbridge and Bassuk (2004) also recognize the importance One barrier to achieving greater diversity in the urban landscape that is frequently mentioned by community tree planting program managers is the mixture of available species within nurseries. Gardescu (1976) stated that nursery stock availability is a fundamental problem, ultimately

inhibiting species selection during design processes. Miller and Bates (1978) reported that several Wisconsin communities had difficulty locating sufficient species adapted to urban conditions in the nursery inventory. Trowbridge and Bassuk (2004) also recognize the importance the urban forest (Gerhold and Porter, 2000).

Student's Attitude towards Community Outreach Program

Metz and Youniss (2005) discovered that service, even when required, may increase volunteerism in people. The study found out that students who were less likely to serve had changed perspectives after having completed the required community service.

Some students may just see community service as a fulfillment of personal growth and development than as a help to the community. The socially-elite students and those from religious schools tend to be aware about the status of people less fortunate than them. But this does not necessarily mean they would help those in need. Students from religious schools are more likely to act toward social change, while non-sectarian and public school students are less likely to be future volunteers due to their different educational goals and "lack of integration of service and learning in the curriculum and educational objectives." Time and money were shown to be important factors in continuing community service in schools as private schools demonstrated positive action as opposed to public schools which lacked resources (Sunden and Rascoff, 1999).

Among the graduates of CWTS in the last two years, 82.22% agreed that CWTS has been effective in inculcating social action in their lives. Students have expressed: better appreciation of doing community service work because of the course, belief that the project implemented was worth spending time, money, and efforts for, willingness to do community service for poor and deprived communities again, finding the CWTS experience fulfilling and meaningful, and strengthening of belief that students could contribute in the empowerment of poor and marginalized communities/sectors. The sense of fulfillment brought about by their involvement in CWTS projects has moved some students to volunteer their services (Toquero, 2005).

Moreover, Yap and Pil (2011) found in their study that NSTP-CWTS implementation and student development were significantly related. The community exposure component was significantly related to value formation. Reflection processing was significantly related to competency enhancement and citizenship practices. Project planning and community outreach were significantly related to value transformation, competency enhancement and citizenship practices. However, community exposure, reflection processing and project planning were not significantly related to efficacy perspective of the NSTP-CWTS implementation components, only community outreach is significantly related to the efficacy perspective.

In addition, the research of Sumugat and Moreno (2004) was conducted to evaluate the implementation of the National Service Training Program at John B. Lacson Colleges Foundation (Arevalo) Inc. The findings of the present study revealed the following: the most dominant factors or items in the questionnaire which suggest the response of the students towards the services rendered by the training staff were; "Gives me opportunity to gain more friends'" (f=44, %=88, r=1), "Helps me avoid drugs and other vices," (f=42, %=84, r=2) "Makes me a part of Governments endeavor for progress and improve my participation in group activities," (f=39, %=78, r=3), "It inculcate the spirit of patriotism and nationalism and even develop my self-confidence," (f=37, %=74, r=4), "Enhances civic consciousness," (f=36, %=72, r=5), "Keeps me updated with the latest development in the AFP and enhances my skills in handling weaponry and office works," (f=32, %=64, r=6). The non-dominant factor or item in the questionnaire which suggest the response of the students towards the effect of NSTP's implementation was, "Enhances my creativity," (f=31, %=62, r=7).

For the students who continued to do community service, a commitment on their part was developed. They began to do service with internal motivation, unlike those who discontinued service in college whose

service was affected by external factors. Moreover, if teachers or family members explained to them the importance of community service, it was more meaningful for them. Having experienced being marginalized also influenced a person's will to serve (Jones and Hill, 2003).

Students' Productivity

The Community Service Component of the Student Work and Service Program (SWASP) presents a novel way to meet governments' desire to support the non-profit sector while encouraging interest in, and access to, post-secondary education. It provides strong evidence that voluntary community service placements afford a multitude of personal and career-related development opportunities for students while providing organizations, especially in rural areas, with much needed human resources at no cost to the organization and low cost for governments. The results of our study indicate a strong correlation between youth involvement with voluntary organizations and continuing engagement, and in particular, a tendency for early involvement to foster a willingness to assume leadership (Locke, et.al, 2004).

Student characteristics are likely to be related to community service participation. Such characteristics as the students' race/ethnicity, grade level, and school performance are often related to the resources available to the students (e.g., for transportation or for clothing or supplies used in the service), students' knowledge of and access to community service opportunities (e.g., based on contacts through family or friends), and students' skills and attitudes that may affect community service (e.g., self-esteem and self-efficacy) (Nolin, et.al, 1997). Shumer (1994) found that participation had a positive effect on school grades, but other factors that are related to grades (such as household income and the education level of adults in the household, both of which precede student participation) also are related to student participation. It may be that both explanations are correct: student participation may affect student grades, while the kinds of students who participate may also be the ones more likely to receive high grades.

(Nolin, et.al, 1997) Stated that student activities might also play an important role in terms of whether or not a student gets involved in community service. Several different hypotheses on the relationship can be developed regarding the relationship between student activities and participation in community services. On the one hand, involvement in other activities demonstrates self-efficacy and a desire to be involved, so that students who are involved in one activity might also be involved in community service. On the other hand, involvement in alternative activities could also be expected to reduce the amount of time available for community service, so that one type of involvement might compete with the other especially if the community service occurs regularly.

(Locke, et.al., 2004) studies reported that as a result of community service activities, participants developed interpersonal, communication, organizational, managerial and leadership skills; self-esteem, patience, respect for others, helpfulness, kindness, and tolerance; and increased knowledge in a variety of issues. Youth have said community service helped them be aware of community needs and programs, develop and implement service projects, understand about good citizenship, learn how government and voluntary organizations work, believe people can make a difference and should be involved, accept cultural diversity and personal and social responsibility, and be committed to community service now and later in life.

The previously cited Independent Sector study, Melchior and the Federal Work-Study evaluation demonstrated positive effects on participants' school performance and educational attitudes during program participation. In the study of (Locke, et.al, 2004), he stated that most respondents thought that their SWASP community service placement had helped them develop transferable skills and influenced their interest in community activities, their attitudes towards community service and civic responsibility, and their understanding of voluntary, community-based organizations. Many also felt an effect on their subsequent

decision to remain involved with community groups or their intention to continue involvement in the future. Those who thought SWASP had not influenced them often stated that they had already been involved with and knowledgeable about community groups before SWASP.

Strong organizational skills, communication skills, high self-esteem, and interpersonal skills are associated with higher levels of involvement. The 1996 Independent Sector study and Metz and Youniss also found that people who believe they can make a difference and feel moral obligation and empathy are more likely to volunteer. Community service itself helps develop these characteristics. Volunteer involvements help develop skills and attitudes, which in turn encourage a continuation of volunteering and facilitate the taking on of greater leadership roles. Community service placements appear to assist in the development and reinforcement of positive attitudes towards civic involvement. Respondents indicated they became more aware of the importance and benefits of volunteering and of being involved in and giving back to their community (Locke, et.al, 2004).

Community services are identified by an institution of higher education, through formal or informal consultation with local non-profit, 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. To foster civic responsibility, active citizenship today recognizes desired learning outcomes in three broad areas: knowledge, skills, and attitudes. Each outcome is supported by a series of specific abilities (Estanol, et.al, 2007).

Community service challenges you to alter your perceptions of people and life. It elicits growth on so many levels with mutual benefit to you and those you serve. You will be empowered to change the world around you and will empower others in your community. You will realize that you can, indeed, make a palpable difference as you become connected to the communities where you serve. The benefits of community outreach are the following: develops your research, critical thinking and interpersonal skills , teaches you how to access the larger community as a resource for skill-building and learning, helps you identify multiple stakeholders and their interests and to see multiple viewpoints, allows interaction with diverse populations, provides career experience, engages you in community problem solving at local, national and international levels, encourages commitment to the community, enables you to apply skills and concepts learned in class, increases self-esteem, increases feeling of satisfaction with university experience , and enables higher GPA potential (Gosky, 2010). Work-integrated learning provides real-world contexts and problems that enable students to integrate theory and practice. There are numerous ways in which this can be achieved and community service is one of those methods. Community service learning is a term that is used to describe the integration of community service into the curriculum in such a way that the community benefits and the students learn skills that are relevant to their future profession (Clinton, 2007). While many of the benefits are similar to work-integrated learning for the student, there should also be benefits for the community organization. It is more than volunteering, as service learning implies equal focus on the service being provided and the students' learning. This learning can be within the discipline or it can be in the development of the generic skills, attributes and capabilities required by graduates.

Problems Encountered in the Implementation of Community Outreach Program

Many revitalization projects are the beginning of an entire community renewal. The long-term benefits of these projects can include the creation of more jobs, improvement in community relations, community empowerment, heightened economic status, environmental restoration and enhancement of the quality of life in the neighborhood through environmental assessment and/or cleanup. Community involvement is a very

important aspect of revitalization for any community, no matter what size. Without community buy-in, a project may never get off the ground or will not be accepted once itis completed. Community involvement should be used to generate not only ideas for revitalization projects and their implementation, but also ideas to further improve existing project features. Revitalization can be facilitated and enhanced by finding out what the community needs, what will benefit the community, what has been tried in the past, and what could be done to improve past ideas. Community members, when given an opportunity to be informed and involved in the revitalization process, are or can be acritical factor to a project's success. Successful community involvement is based upon information and dialogue. Only an informed community can be part of the decision- making process, which then will lead to a sustainable revitalization project. Community members who contribute to the revitalization planning process will better understand the process and will be more likely to support a project they had input in. Community Involvement Challenges include: performing a community assessment in a town without a master plan or preference for redevelopment options, reaching consensus from diverse backgrounds and needs, effectively conveying to local residents other stakeholders' involvement and support of the revitalization process, educating residents about the goals of the project/process, communicating technical information in an easy to understand manner (Smarte, 2010).

Furthermore, based on the analysis conducted by Campbell (2010), it was found out that the challenge students faced was not a lack of activity or a dearth of good project ideas, but how to make strategic use of limited time and resources. The absence of clear mechanisms for recruiting and orienting new members, both youth and adult, is a common challenge for community coalitions. There is a tendency to wait and see who shows up and let the coalition agenda emerge from them, rather than engaging in active outreach to particular youth/adult populations in light of a specific agenda. This makes it less likely that particularly disadvantaged youth will be engaged in the coalition, since it often takes special efforts to enable these youth to attend meetings, feel comfortable and develop confidence that their voice is respected. It also will make it less likely that individuals and organizations beyond those that are well-known to initiating staff and their existing networks will be engaged, which can result in the exclusion of potentially powerful resources for change.

(Mehalec et.al, 2004) stated that every successful program depends on strong administrative support. Administrative support is important because, first and foremost, decisions about adopting a program are generally made at the administrative level, while decisions about implementing a program are usually made at lower organizational levels (e.g., by program coordinators, teachers, therapists, nurses). Even after a program is adopted, administrators can make or break a program depending on their abilities to lead and motivate other people and to articulate the vision of the program. The failure to generate enthusiasm among all key players involved in adopting and implementing a new program can undermine even the best plans. Administrators also have the power to allocate resources and make organizational changes that can facilitate the success of a program. Failure to make the necessary changes in work routine to accommodate a program or to provide adequate resources demonstrates an administrative lack of resolve to fully support the program. Although administrators may voice their support of a new initiative, tangible actions, such as those just mentioned, more clearly demonstrate commitment to a program. When implementing staff feel fully supported, they will be more motivated to follow through with a program and to make it a success.

Conceptual Framework

This study is anchored on Kolb (1999) Experiential Learning Theory which provides a holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we know about how people learn, grow, and develop. The theory is called "Experiential Learning" to

emphasize the central role that experience plays in the learning process, an emphasis that distinguishes ELT from other learning theories. The term "experiential" is used therefore to differentiate ELT both from cognitive learning theories, which tend to emphasize cognition over affect, and behavioral learning theories that deny any role for subjective experience in the learning process. Another reason the theory is called "experiential" is its intellectual origins in the experiential works of Dewey, Lewin, and Piaget. Taken together, Dewey's philosophical pragmatism, Lewin's social psychology, and Piaget's cognitive developmental genetic epistemology form a unique perspective on learning and development (Kolb, 1984). Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience"(Kolb 1984). The ELT model portrays two dialectically related modes of grasping 3 experiences - Concrete Experience (CE) and Abstract Conceptualization (AC) - and two dialectically related modes of transforming experience - Reflective Observation (RO) and Active Experimentation (AE). According to the four-stage learning cycle, immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences. Kolb (1984) developed the Learning Style Inventory (LSI) to assess individual learning styles. While individuals tested on the LSI show many different patterns of scores, research on the instrument has identified four statistically prevalent learning styles -- Diverging, Assimilating, Converging, and Accommodating (Figure 1). The following summary of the four basic learning styles is based on both research and clinical observation of these patterns of LSI scores (Kolb, 1999). Diverging: The Diverging style's dominant learning abilities are Concrete Experience (CE) and Reflective Observation (RO). People with this learning style are best at viewing concrete situations from many different points of view. It is labeled "Diverging" because a person with it performs better in situations that call for generation of ideas, such as a "brainstorming" session. People with a Diverging learning style have broad cultural interests and like to gather information. Research shows that they are interested in people, tend to be imaginative and emotional, have broad cultural interests, and tend to specialize in the arts. In formal learning situations, people with the Diverging style prefer to work in groups, listening with an open mind and receiving personalized feedback. Assimilating: The Assimilating style's dominant learning abilities are Abstract Conceptualization (AC) and Reflective Observation (RO). People with this learning style are best at understanding a wide range of information and putting into concise, logical form. Individuals with an Assimilating style are less focused on people and more interested in ideas and abstract concepts. Generally, people with this style find it more important that a theory have logical soundness than practical value. The Assimilating learning style is important for effectiveness in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through. Converging: The Converging style's dominant learning abilities are Abstract Conceptualization (AC) and Active Experimentation (AE). People with this learning style are best at finding practical uses for ideas and theories. They have the ability to solve problems and make decisions based on finding solutions to questions or problems. Individuals with a Converging learning style prefer to deal with technical tasks and problems rather than with social issues and interpersonal issues. These learning skills are important for effectiveness in specialist and technology careers. In formal learning situations, people with this style prefer to experiment with new ideas, simulations, laboratory assignments, and practical applications. Accommodating: The Accommodating style's dominant learning abilities are Concrete Experience (CE) and Active Experimentation (AE). People with this learning style have the ability to learn from primarily "hand-on" experience. They enjoy carrying out plans and involving themselves in new

and challenging experiences. Their tendency may be to act on "gut" feelings rather than on logical analysis. In solving problems, individuals with an Accommodating learning style rely more heavily on people for information than on their own technical analysis. This learning style is important for effectiveness in action-oriented careers such as marketing or sales. In formal learning situations, people with the Accommodating learning style prefer to work with others to get assignments done, to set goals, to do field work, and to test out different approaches to completing a project.

Moreover, this study was also anchored on the theory of Assessment by James Popham (2008) which is formative assessment. Formative assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they're currently doing. The Key attributes of formative assessment are as follows: First, a planned process. Formative assessment involves a series of carefully considered, distinguishable acts on the part of teachers or students or both. These are done during the lecture and discussion phase. Some of those acts involve educational assessments, but the assessments play a role in the process—they are not the process itself. An educator who refers to "a formative test" has not quite grasped the concept, because there's no such thing. There are tests that can be used as part of the multistep, formative assessment process, but each of those tests is only a part of the process. If you accept the distinction between the formative and summative use of test results, then you will recognize that students' results on a particular test might be used for either a summative or a formative purpose. It is not the nature of the test that earns the label formative or summative but the use to which that test's results will be put. If the purpose of Test X is to provide teachers and students with the evidence they need to make any warranted adjustments, then Test X is playing a role in the formative assessment process.

Second, Assessment-elicited evidence. The adjustment decisions teachers and students make during the formative assessment process must be based not on whom but on evidence of the students' current level of mastery with respect to certain skills or bodies of knowledge in which the teachers will use appropriate facilities and equipment needed to increase the skills of the students at the same time the formation of students predisposition of attitude towards the subject were possible idea, object, person or situation will be accepted positively or negatively. Accordingly, the assessment procedures designed to generate this evidence are an indispensable element of the process. Although teachers may certainly employ paper-and-pencil tests for this purpose, they can also obtain the evidence they need via a wide variety of less traditional and much less formal assessment plays.

Third, teachers' instructional adjustments. Formative assessment's is design to improve students' learning. One of the most obvious ways to do this is for teachers to improve how they're teaching. Accordingly, one component of the formative assessment process is for teachers to adjust their ongoing instructional activities. Relying on assessment-based evidence of students' current status, such as test results showing that students are weak in their mastery of a particular cognitive skill, a teacher might decide to provide additional or different instruction related to this skill. It's worth stressing that because the formative assessment process deals with ongoing instruction, any teacher-made modifications in instructional activities must focus on students' mastery of the curricular aims currently being pursued. It's not a matter of looking at test data and deciding to try a new approach next time; it's a matter of doing something different (or differently) now.

Lastly, student's learning tactic adjustments. Within the formative assessment process, students also take a look at assessment evidence and, if need be, make changes in how they're trying to learn. Consider, for example, a high school student who is working toward becoming a better public speaker by practicing a

particular speech many times before a mirror. That repeated, solo-mirror practice is the student's learning tactic; based on assessment evidence, this tactic may or may not need adjustment.

In as much as this study is causal in nature, it developed a particular model on students' productivity in San Agustin Institute of Technology. Hence two hypothesized models were established.

In hypothesized model 1 (Figure 1), it was hypothesized that there is a direct effect among student's productivity (PRODUCT) and the 7 independent variables namely: feeding program (FEED), tree planting (TREE), bloodletting (BLODL), cleanliness and beautification (CLEAN), relief goods distribution (RLEIF), frequency of use (FREQU), and attitude of students (ATTI).

Table 1. Variables in the Study for Model 1

VARIABLES	CODE	NATURE	MEASURE
Level of Implementation			
- feeding program	FEED	Exogenous	Survey
- tree planting	TREE	Exogenous	Survey
- bloodletting	BLODL	Exogenous	Survey
- cleanliness and	CLEAN	Exogenous	Survey
beautification	RLEIF	Exogenous	Survey
- relief goods distribution			
Frequency of Use	FREQU	Exogenous	Survey
Attitude of Students	ATTI	Exogenous	Survey
Student's Productivity	PRODUCT	Endogenous	Survey

The Hypothesized Causal Model 1
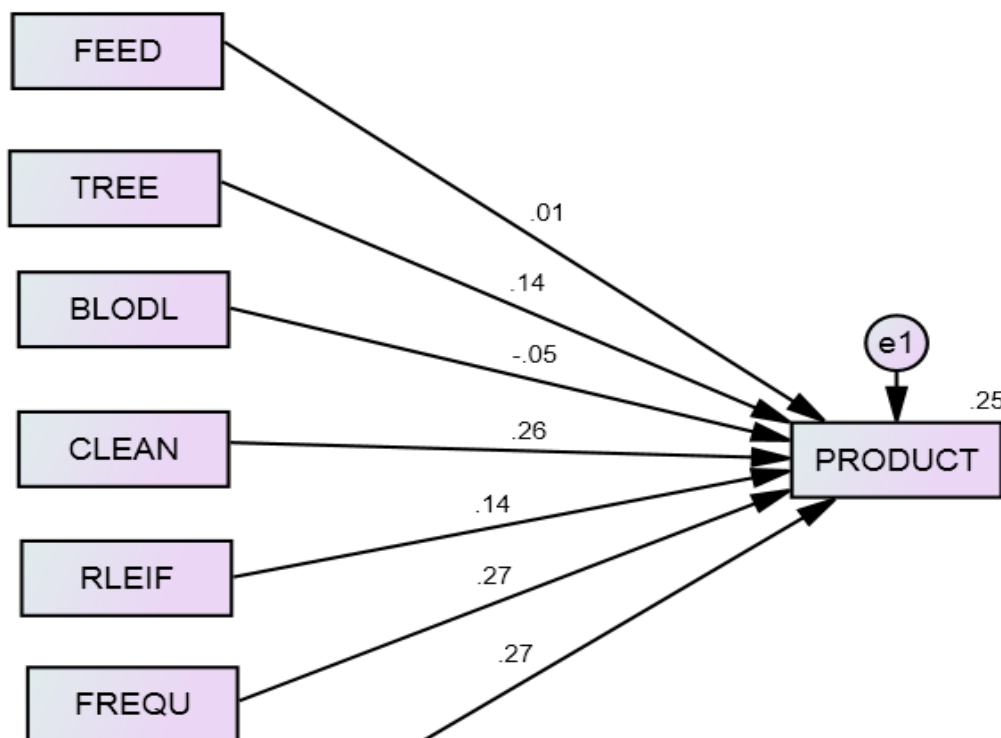
Legend:

FEED- Feeding Program

TREE- Tree Planting

BLODL- Blood Letting

CLEAN- Cleanliness and Beautification

RLEIF- Relief Goods Distribution

FREQU- Frequency of Use

ATTI- Students' Attitude

PRODUCT- Students' Productivity

Figure 1. Hypothesized Causal Model 1

In hypothesized model 2 (Figure 2), which shows that students' productivity (PRODUCT) is directly influenced by tree planting (TREE), relief goods distribution (RLEIF), cleanliness and beautification (CLEAN), frequency of use (FREQU), and attitude of students (ATTI). Moreover, cleanliness and beautification (CLEAN), frequency of use (FREQU), and attitude of students (ATTI) was influenced by feeding program (FEED), bloodletting (BLODL), and relief goods distribution (RLEIF).

Table 2. Variables in the Study for Model 2

VARIABLES	CODE	NATURE	MEASURE
Level of Implementation			
- feeding program	FEED	Exogenous	Survey
- tree planting	TREE	Exogenous	Survey
- bloodletting	BLODL	Exogenous	Survey
- cleanliness and	CLEAN	Endogenous	Survey
beautification	RLEIF	Exogenous	Survey
- relief goods distribution			
Frequency of Use	FREQU	Endogenous	Survey
Attitude of Students	ATTI	Endogenous	Survey
Student's Productivity	PRODUCT	Endogenous	Survey

The Hypothesized Causal Model 2

Legend:

FEED- Feeding Program

TREE- Tree Planting

BLODL- Blood Letting

CLEAN- Cleanliness and Beautification

RLEIF- Relief Goods Distribution

FREQU- Frequency of Use
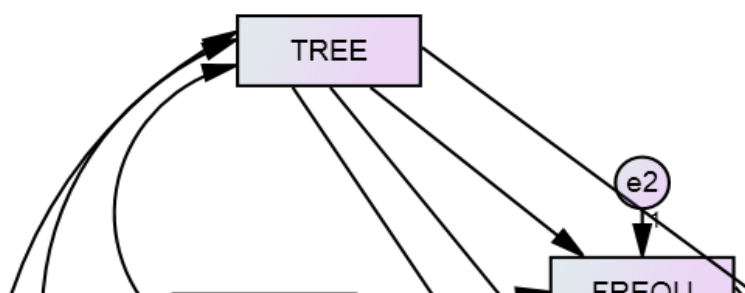
ATTI- Students' Attitude

PRODUCT- Students' Productivity

Figure 2. Hypothesized Causal Model 2

Hypothesis of the Study

The following are the null hypothesis of the study and was tested at 0.05 level of significance:

1. There is no significant relationship among the student's productivity and the following:
   a. level of implementation
   b. attitude of students towards community outreach program, and
   c. problems encountered on the implementation of community outreach program
2. There is no variables, singly or in combination, that best predicts student's productivity.
3. There is no causal model that best fits students' productivity.

METHODOLOGY

This chapter contains the research design, locale of the study, sampling procedure, and respondents of the study, instrumentation and statistical techniques that will be used.

Research Design

This study used descriptive correlational method and causal-comparative design. Descriptive-correlational method refers to a type of study in which information is collected without making any changes to the subject of the study. It describes the variables and it helps determine the relationship between the independent and dependent variables.

Moreover, causal research design was used to identify the extent and nature of cause and effect relationships. It assessed impacts of specific changes on existing norms, and various processes. The objective of causal research is to test the hypothesis about cause and effect relationships. Comparative research is the act of comparing two or more things with a view to discovering something about one or all of the things being compared. This technique often utilized multiple disciplines in one study. It sought to compare and contrasts variables being used in this study.

These research designs were useful and fitted to this study since it helped to describe and determine the cause and effect relationship among community outreach program implementation, community outreach program productivity, problems encountered by the students, and the attitude of the students towards community outreach program which will be tested through appropriate statistical procedure as to its effects to the community outreach program implementation.

Locale of the Study

This study was conducted at San Agustin Institute of Technology, Valencia City, Bukidnon commonly known as SAIT. The school is located in Valencia City, Bukidnon, Philippines and offers pre-school education up to college education. SAIT has been providing Catholic education in Valencia City. It was established in 1960 out of funds solicited from abroad by Fr. Manlio, S.J., the Catholic priest assigned in Valencia, Bukidnon. It started as a general high school with 101 students attending classes in the parish convent.

In 1964, Misereor provided assistance to SAIT in terms of equipment and instructional devices and technical services from the German technicians who assisted the founder-director in developing a Specialized Vocational Course for girls and a Trade Technical Course for boys – a Special Automotive Mechanic course.

Furthermore, this study focused on the tertiary level of education in SAIT, whereas the college department is divided into three namely: Education Department composed of education-related courses, BSBA Department which offers business-related courses, and SWOATECH Department which offers office and technology related courses.

Figure 3. Map of Valencia City, Bukidnon and the School of the Respondents (www.googlemap.com)

Respondents of the Study

The respondents of the study were the third year (3rd yr.) and fourth year (4th yr.) college students of San Agustin Institute of Technology. The respondents were chosen considering their experiences in community outreach program. Table 3 contains the listing of respondents per course and year.

Table 3. Distribution of respondents per year

COURSE AND YEAR	NUMBER OF RESPONDENTS
BEED/BSED-3	25
BSSW/BSM-4	25
BEED/BSED-4	25
BSBA-3	25
BSBA-4	25
BSOA-3	25
BSOA-4	25
BSSW/BSM-3	25
Total	200

Sampling Procedure

Simple random sampling was used to identify the respondents based on the population of this study. Simple random sampling is a basic type of sampling, since it can be a component of other more complex sampling methods. The principle of simple random sampling is that every object has the same probability of being chosen.

Research Instrument

A self-made questionnaire was used for the students to ascertain the level of implementation of the community outreach program in San Agustin Institute of Technology which was adopted from the NSTP-CWTS Handbook/Manual. Furthermore, an international study-based questionnaire was adopted to determine the attitude of the students towards community outreach program.

Additional structured interview questionnaire was also considered for community outreach productivity and to determine the problems encountered by the respondents in the implementation of community outreach program.

In fact, considering that there is an adopted international-based questionnaire, a reliability of the questionnaires was conducted among the selected second year BSBA section of students of San Agustin Institute of Technology before the final conduct of the said questionnaires. The reliability of the individual items of the questionnaire revealed to have scales ranging from 0.931 to 0.936 which indicated high reliability. Further, the overall reliability of the questionnaire has a Cronbach's alpha coefficient 0.933 indicating that the questionnaire is reliable in determining the responses of the respondents. In answering the survey questionnaire, five point scale was used where the respondents were asked to indicate their responses by encircling the appropriate columns following the scoring procedure below using the Likert Scale.

Scale	Range	Interpretation
5	4.51-5.00	Highly Implemented
4	3.51-4.50	Implemented
3	2.51-3.50	Moderately Implemented
2	1.51-2.50	Rarely Implemented
1	1.00-1.50	Not Implemented

Data Gathering Procedure

The researcher asked permission from the School Directress and Dean of the College of San Agustin Institute of Technology. After the approval, the researcher again asked permission from the College Department Heads to be allowed to conduct research in their respective departments, then, the researcher explained the purpose of research to the respondents and immediately administered the designed questionnaire.

Statistical Treatment of the Data

The statistical tools that were used in this study were the following:

Descriptive statistics was used for the summary and analysis of the data including frequencies, percentage, means, and standard deviations. In addition, Weighted Mean was used to answer the first, second, third, and fourth objectives of the study which is to assess the level of implementation, identify the attitudes of the respondents, ascertain the level of community outreach productivity, and determine the problems encountered by the students.

Pearson r coefficient correlation was used to correlate among the level of implementation, community outreach program productivity, attitude of students towards community outreach program, and problems encountered on the implementation of community outreach program.

In addition, Stepwise Regression Analysis was used to evaluate which of the variables best predict community outreach program implementation.

Lastly, it used path analysis, for studying patterns of causation among the variables, with Chi-square Test-of-Goodness-of-fit, p-value, NFI, CFI, and RMSEA to get the best fit model of the study.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered on the implementation of community outreach program in San Agustin Institute of Technology: a causal model on students' productivity. This section includes level of implementation of San Agustin Institute of Technology community outreach program in terms of: feeding program, tree planting, bloodletting, cleanliness and beautification, and relief goods distribution. It also includes the level of implementation in terms of the frequency of use, attitudes of the students towards community outreach program, level of students' productivity in terms of knowledge, level of students' productivity in terms of skills, and the problems encountered by the students in the implementation of community outreach program. In addition, this chapter presents the correlation and regression analysis between the students' productivity and the independent variables included in the study. Moreover, causal models 1 and 2 were also included in this chapter, with the model that best fit students' productivity.

The Level of Implementation of Community
Outreach in Terms of Feeding Program

The level of implementation in terms of feeding program is shown in Table 4. These are described by 5 indicators with an overall mean of 4.33 and a qualitative description of implemented. It can be gleaned that there is an implementation of feeding program especially in terms of having a specific venue and qualified participants for feeding program, there is a thorough planning before the feeding program, the choice of food is nutritious and healthy for the participants, the program was designed to help the community fight malnutrition, and the goals and objectives are well-executed and achieved as shown in the table with a corresponding mean of 4.22, 4.39, 4.39, 4.41, and 4.33.

Table 4. Level of Implementation in Terms of Feeding Program

INDICATORS	Mean	Descriptive Rating
1. There is a specific venue and qualified participants for feeding program	4.22	Implemented
2. There is a thorough planning before the feeding program	4.39	Implemented
3. The choice of food is nutritious and healthy for the participants	4.39	Implemented
4. The program was designed to help the community fight malnutrition	4.41	Implemented
5. The goals and objectives are well-executed and achieved	4.26	Implemented
OVERALL MEAN	4.33	Implemented

Legend:

Scale	Qualitative Rating
4.51-5.00	Highly Implemented
3.51-4.50	Implemented
2.51-3.50	Moderately Implemented
1.51-2.50	Rarely Implemented
1.00-1.50	Not Implemented

These mean responses qualitatively described as implemented means that there is really a community outreach program existing in the school through feeding.

According to Bundy, D. et.al, (2012) the key issue is then not whether countries will implement school feeding programs, but how and with what objective. The near universality of school feeding provides important opportunities for the World Bank and other development partners to assist governments in rolling out productive safety nets as part of the response to current global crises and also to sow the seeds for school feeding programs to transition into fiscally sustainable investments in human capital. The main preconditions for the transition to sustainable national programs were: mainstreaming school feeding in national policies and plans, especially education sector plans; identifying national sources of financing; and expanding national implementation capacity.

In the study of Chepkoech, B. et.al (2016), it was stated that School Feeding Program (SFP) is an essential aspect of child growth and holistic development. To establish a functional SFP, parents should be involved in all procedures to ensure sustainability of the program which will cater for children from diverse socio-economic backgrounds hence academic achievements among Early Childhood and Development (ECDE) children. Nutrition and health are powerful influences on a child's learning and how well a child

performs in school. The effect of under nutrition on young children aged (0-8) can be devastating and enduring. In the area of cognitive development, "when there isn't enough food, the body has to make decision about how to invest the limited foodstuffs available. Survival comes first, growth comes second. Good nutrition involves consumption of a variety of foods in appropriate amounts, since no single kind of food can provide all the necessary nutrients, protein, carbohydrates, fats, vitamins, minerals, fibre and water are all very important. Undernourished children have short attention span which is linked to low glucose levels. Food provides a good amount of glucose amongst children, provision of balanced diet would enable children to develop their cognitive, psychomotor and affective domain. A healthy child will concentrate more in class work hence developing the cognitive part. He can also play to develop physically and will interact with others with a lot of ease and grow in self-esteem.

School feeding programs are common in both developing and industrialized countries. The objectives of school feeding programs are to provide meals or snacks to reduce short-term hunger in the classroom so that the students can concentrate and learn better, and to attract children to school and have them attend regularly (Ahmed, 2004). The main objectives of the supplementary feeding programs were to improve the nutritional status and health of the beneficiaries, to stimulate regular attendance at health centers, and also to introduce nutrition education. Acceptability, availability, nutritional adequacy and costs are all important parameters when we are trying to choose the food supplements to be used in a particular program. Some measures for the improvement of supplementary feeding programs are here suggested: the objectives of the programs must be well defined. If the objective is mainly social, educational or economic there may be other less expensive measures that can be applied more effectively, a better target group in terms of the degree of malnutrition should be selected (Schilling, 1990).

The Level of Implementation of Community
Outreach in Terms of Tree Planting

Table 5 revealed the level of implementation in terms of tree planting activity, where an overall mean of 3.91 was shown. The student-respondents agreed that there is a specific area for them to have tree planting, there is coordination between the City Environment and Natural Resources Office and the school prior to the activity, seedlings are provided for free, and tree guards are provided to keep the newly planted trees protected, these has the mean of 4.21, 4.16, 3.89, and 3.32 respectively. However, in terms of follow-up visitation a month after the planting activity was done, the respondents rated it as moderately implemented as reflected in the mean of 3.32. Nevertheless, based on the result, tree planting was implemented in the school.

Table 5. Level of Implementation in Terms of Tree Planting

INDICATORS	Mean	Descriptive Rating
1. There is a specific area for tree planting.	4.21	Implemented
2. There is coordination between the City Environment and Natural Resources Office and the school prior to the activity.	4.16	Implemented
	4.01	

3. Seedlings are provided for free.		Implemented
4. Tree guards are provided to keep the newly planted trees protected.	3.89	Implemented
5. There is a follow-up visitation a month after the planting activity was done.	3.32	Moderately Implemented
OVERALL MEAN	3.91	Implemented

Legend:

Scale	Qualitative Rating
4.51-5.00	Highly Implemented
3.51-4.50	Implemented
2.51-3.50	Moderately Implemented
1.51-2.50	Rarely Implemented
1.00-1.50	Not Implemented

Philippines is one of the most vulnerable countries to climate change, being an archipelagic country. Therefore great imperative should be given to disseminate information and educate the youth about the ramifications of environmental issues especially about biodiversity conservation and climate change (Guzman, 2004). The youth can play a vital role in environmental protection and management if given the chance to do so. With the proclamation of ROTC as an optional undertaking and the offering of Civic Welfare Training Service (CWTS) under the National Service Training Program (NSTP) pursuant to R.A.9163 as an option; This opens a new avenue for the recruitment of a cadre of environmental protection partners through the CWTS curriculum that will be especially geared towards the orientation of NSTP along mostly environmental concerns. Meaning, students who will take up this option will be given special deputation powers by the Department of Environment & Natural Resources (DENR). They shall follow a specially formulated curriculum that will have in its focus community-based experience on environmental problems and its solutions. This specialized and modified curriculum shall be known as ECO-CORPS (Environment Conservation through Citizens Organized Participation and Support) CWTS.

Burcham (2009) stated that the work of planting and managing trees in the urban landscape is overseen largely by community tree planting programs. These programs frequently operate within the larger framework of municipal governments and non-profit organizations, and professionals holding advanced educational degrees and arboricultural certifications regularly staff these programs. Although tree planting programs have unique scopes, budgets, and missions, they share the common goal of 5 building community through planting trees, often by involving individuals or groups of people in the process. Every community tree planting program coordinates several processes in order to successfully manage public trees. To support a vigorous population of trees, these programs plan and design planting areas, select species for individual sites, coordinate planting activity, perform regular maintenance and pest management, and remove hazardous trees in a timely manner. However, despite these common activities, each program is uniquely suited to the city it serves. In some programs, people work diligently to coordinate the sizeable planting activity in a centralized, professional manner, and with other programs the emphasis is on the inclusion of individuals or groups of people in environmental education and volunteer stewardship efforts.

One barrier to achieving greater diversity in the urban landscape that is frequently mentioned by community tree planting program managers is the mixture of available species within nurseries. Gardescu

(1976) stated that nursery stock availability is a fundamental problem, ultimately inhibiting species selection during design processes. Miller and Bates (1978) reported that several Wisconsin communities had difficulty locating sufficient species adapted to urban conditions in the nursery inventory. Trowbridge and Bassuk (2004) also recognize the importance one barrier to achieving greater diversity in the urban landscape that is frequently mentioned by community tree planting program managers is the mixture of available species within nurseries. Gardescu (1976) stated that nursery stock availability is a fundamental problem, ultimately inhibiting species selection during design processes. Miller and Bates (1978) reported that several Wisconsin communities had difficulty locating sufficient species adapted to urban conditions in the nursery inventory. Trowbridge and Bassuk (2004) also recognize the importance of the urban forest (Gerhold and Porter, 2000).

The Level of Implementation of Community
Outreach in Terms of Bloodletting

Table 6 shows the data in the level of implementation in terms of bloodletting and health care program. The respondents assessed that the purpose of the activity was well-explained by the organizers to the student-volunteers with a mean of 3.93.

Table 6. Level of Implementation in Terms of Bloodletting

INDICATORS	Mean	Descriptive Rating
1. The purpose of the activity was well-explained by the organizers to the student-volunteers.	3.93	Implemented
2. There is a thorough check-up for student-donors before doing the activity.	3.90	Implemented
3. Student-donors are well-treated and are provided foods after the activity.	3.71	Implemented
4. Donor's card from Red-Cross was given to the successful student-donors.	3.71	Implemented
5. Organizers make sure that the activity is not compulsory, instead, a voluntary one.	4.03	Implemented
OVERALL MEAN	3.85	Implemented

Legend:

Scale	Qualitative Rating
4.51-5.00	Highly Implemented
3.51-4.50	Implemented
2.51-3.50	Moderately Implemented
1.51-2.50	Rarely Implemented

1.00-1.50   Not Implemented

The following indicators was also evaluated by the respondents and agreed that there is a thorough check-up for student-donors before doing the activity (3.90), student-donors are well-treated and are provided foods after the activity (3.71), donor's card from Red-Cross was given to the successful student-donors (4.03), and organizers make sure that the activity is not compulsory, instead, a voluntary one (4.03). Moreover, an overall mean of 3.85 indicates that bloodletting activity was implemented.

The result was supported by this study that gradually with time, bloodletting diminished, and registered phlebotomists nowadays play this fundamental role, but making sure that the donors are healthy, in order to transfuse blood to those in urgent need of red blood cells (Zubieta-Calleja, 2004). In addition, Agrawal (2013) in his research stated that blood transfusions form a crucial and irreplaceable part in the medical management of many diseases. The collection of blood from voluntary, non-remunerated blood donors from low risk populations is an important measure for ensuring the availability and safety of blood transfusion. The sample population consisted of mostly men (67%) in the age-group of 26-35 years. Requirement of blood and the measures to promote voluntary blood donation have a direct relationship with the total population and literacy level of the population. Awareness about blood donation, source of knowledge about blood donation, reasons for not donating blood are particularly stressed. With increase in educational level, the awareness level was also found to increase. While among illiterates 81 percent of the respondents knew about blood donation, among the post graduates the same ratio was found to be almost cent-percent. Among various reasons cited for not donating blood, lack of awareness being the most common reason. People gathered information about blood donation from several different sources with electronic media being the most prominent. Conclusion: This study illustrates how increasing awareness and marketing 'Voluntary blood donation can enhance adequacy of blood needs of a state or for that matter the entire country. This study also underlines how different media, especially electronic media, can be used to propagate altruistic blood donation. Lastly, for close to half a century, the Red Cross collected blood from donors through a voluntary blood donor program, tested donated blood for evidence of disease, and supplied blood to hospitals and clinics, with the costs borne by the RC through government grants. The RC blood donor program can be likened to that of an "insurance" policy where voluntary donors donate blood, which undergoes a rigorous screening and processing procedure and is then manufactured into four different products that can then be used during an illness, as prescribed by a physician, to help up to four different people.

The Level of Implementation of Community
Outreach in Terms of Cleanliness and Beautification

The level of implementation in terms of cleanliness and beautification is presented in Table 7. It was revealed that the activity was conducted to help the community fight diseases-caused by unpleasant and dirty environment with a mean of 4.40. Additionally, there is a proper coordination between the Local Government Unit and the school (4.22), proper management of solid waste was applied (4.16), the importance of cleanliness was explained to the students prior to its implementation (4.43), and there is proper solid-waste management in the school campus (trash cans, and other cleaning materials are available) 4.37. Also, the overall mean of 4.31 shows a proof that there is really an implementation of cleanliness and beautification in the school.

Table 7. Level of Implementation in Terms of Cleanliness and Beautification

INDICATORS	Mean	Descriptive Rating
1. The activity was conducted to help the community fight diseases-caused by unpleasant and dirty environment.	4.40	Implemented
2. There is a proper coordination between the Local Government Unit and the School.	4.22	Implemented
3. Proper management of solid waste was applied.	4.16	Implemented
4. The importance of cleanliness was explained to the students prior to its implementation.	4.43	Implemented
5. There is proper solid-waste management in the school campus (trash cans, and other cleaning materials are available).	4.37	Implemented
OVERALL MEAN	4.31	Implemented

Legend:

Scale	Qualitative Rating
4.51-5.00	Highly Implemented
3.51-4.50	Implemented
2.51-3.50	Moderately Implemented
1.51-2.50	Rarely Implemented
1.00-1.50	Not Implemented

Thus, the result is in line with the study of Kahl (2016) that cleanup effort should begin with some creative planning and organizing. A community improvement committee, city council, or the county commission could take the initiative to form a core planning committee. Community clean-up campaign improves the physical appearance as well as creates a sense of community and pride among the residents, creates a good impression on prospective employers, professionals, and others who visit the community, improves the health of the community by eliminating places for insects and rodents to live, and provides an opportunity for residents to get involved and show immediate, visible results.

In addition, cleaning plays a vital role in our daily lives. Be it personal hygiene, such as washing our hands before we eat or covering our mouths when we cough, or setting a standard for environmental cleanliness, effective cleaning is our first line of defense against viruses and infectious diseases (Goldin, 2014). Estanol, et.al, (2007) stated that the most important reason why we have to act now on the worsening solid waste problem is their impact on human health. Health is a basic human right. We all deserve to live in a cleaner environment. We all desire for a healthy family, a healthy neighborhood, and a healthy nation. And,

the only way to satisfy these desires is to get rid of garbage that breeds flies, roaches, rodents, and harmful bacteria that can spread diseases in our home and in our communities.

The Level of Implementation of Community Outreach in Terms of Relief Goods Distribution

Table 8 display the result of the level of implementation in terms of relief goods distribution. It was stated that an overall mean of 4.28 shows how the program was implemented by the school through the participation of the student-respondents. It has been agreed, that indicators like the purpose of the activity was well-explained by the teacher/organizer, the activity was designed not only for calamity-victim but also during Christmas season, students help in repacking and distribution of relief goods, donations are mostly from school and students, and the activity was well-organized and organizers make it sure that the goods was divided and shared equally was rated implemented by the respondents with a respective mean of 4.48, 4.19, 4.23, 4.16, and 4.34.

Table 8. Level of Implementation in Terms of Relief Goods Distribution

INDICATORS	Mean	Descriptive Rating
1. The purpose of the activity was well-explained by the teacher/organizer.	4.48	Implemented
2. The activity was designed not only for calamity-victim but also during Christmas season.	4.19	Implemented
3. Students help in repacking and distribution of relief goods.	4.23	Implemented
4. Donations are mostly from school and students.	4.16	Implemented
5. The activity was well-organized and organizers make it sure that the goods was divided and shared equally.	4.34	Implemented
OVERALL MEAN	4.28	Implemented

Legend:

Scale	Qualitative Rating
4.51-5.00	Highly Implemented
3.51-4.50	Implemented
2.51-3.50	Moderately Implemented
1.51-2.50	Rarely Implemented
1.00-1.50	Not Implemented

Espina, et.al, (2013) highlighted that relief goods have always been a vital part in helping those people who have scarce supplies (food, water, clothes, etc.) in times of natural or man-made disasters. Being able to

manage relief goods is vital especially when it comes to unexpected occurrence or severity of any disaster. This serves as additional aid to those victims of certain calamities especially that of flooding and fire, which is a common event in our country. The supplies used which are packed to certain extents that are made to cater the needs of the community and number of people is always taken into consideration by this part. Disaster is an inevitable and unforeseen foe. You can never predict what happens next and how it can impact the lives of many people. These days, there have been a lot of casualties happening from all sorts—may it be by nature or man-made. What is worse is that these disasters have evolved into far greater than what "disasters" used to be defined as. Based on the Annual Disaster Statistical Review, in the year 2010 there have been roughly about 385 natural disasters globally that have killed almost 297, 000 people worldwide. These disasters affected almost 217 million families and caused damages that costs over US$ 123.9 billion. The Philippines, on the other hand encounters approximately 19 typhoons each year, with the northern and eastern parts being strongly affected (Disaster Monitor, 2008). To be able to control the loss and suffering encountered during disasters, it is important to properly allocate resources as well as to give value to prioritization. Given that humans can only survive without food and water for a certain number of days, it is crucial to prepare relief supplies as early as possible and to be able to circulate it to the affected areas. However, as communities settle to different location in which some inhabit vulnerable locations and increase in their densities, the concern about managing and rendering of relief efforts are even more critical (Espina, et.al 2013).

The Level of Implementation of Community
Outreach in Terms of Frequency of Use

Table 9 presented the result for the community outreach programs' level of implementation in terms of frequency of use. It was revealed that San Agustin Institute of Technology particularly the college department has an often implementation of the presented type of community outreach program as shown in the table with an overall mean of 3.91. Feeding program, tree planting, cleanliness and beautification, and relief goods distribution was often implemented and used as outreach program activity by the school as graded by the respondents with the mean of 4.23, 3.78, 4.24, and 3.95.

Table 9. Level of Implementation in Terms of Frequency of Use

INDICATORS	Mean	Descriptive Rating
1. Feeding Program	4.23	Often
2. Tree Planting	3.78	Often
3. Bloodletting/Health Care	3.40	Sometimes
4. Cleanliness and Beautification	4.24	Often
5. Relief Goods Distribution	3.95	Often
OVERALL MEAN	3.91	Often

Legend:

Scale	Qualitative Rating
4.51-5.00	Very Often
3.51-4.50	Often
2.51-3.50	Sometimes
1.51-2.50	Rarely
1.00-1.50	Never

Moreover, since not everybody can be given the chance to be a blood donor, bloodletting activity is sometimes implemented and used as community outreach program as reflected in the result of the study with a mean of 3.40. The result of this study is supported by Toquero (2005) that CWTS program was a beneficial to the community, specifically, in terms of Education and Training were 1,200 children in 15 communities' enhanced literacy skills, at least 80 children aware of their rights, and at least 100 adults equipped with livelihood skills. Health, Sanitation and Waste Management was also developed in the program which gives access to free medical supplies for "Botika sa Barangay" in 4 communities, provision of medical supplies, clean-up drives conducted in at least 10 communities. Creative and Sports Activities for the Youth was also emphasized in the program were 100 youth in 5 communities participated in sports clinics, sports fest, arts and crafts workshops. There were also survey report on waste disposal practices in Tanay, Rizal, improvement and construction of community pathways, fences, railings, water system, provision of school/learning supplies and materials in 20 communities, improved classroom facilities in day care and learning centers and video documentary report.

In addition, tree planting activity is often used by the school as an outreach program to help the environment from being damaged, the study (Guzman, 2004) stated that the Philippines is one of the most vulnerable countries to climate change, being an archipelagic country. Therefore great imperative should be given to disseminate information and educate the youth about the ramifications of environmental issues especially about biodiversity conservation and climate change (Guzman, 2004). The youth can play a vital role in environmental protection and management if given the chance to do so. Meanwhile, it was found out that bloodletting was not often used due to some reasons which is in line with the study of (Liu, 2006) that while among illiterates 81 percent of the respondents knew about blood donation, among the post graduates the same ratio was found to be almost cent-percent. Among various reasons cited for not donating blood, lack of awareness being the most common reason.

The Attitudes of the Students towards
Community Outreach Program

The attitude of the students towards community outreach program was revealed in Table 10. The respondents acknowledged that there are people in the community who needs help, and that all communities need good volunteers as reflected in the mean of 4.45. In addition, student-respondents agreed that it is important to help people in general, improving communities is important to maintaining a quality society, and lack of participation in community service will cause severe damage to our society (4.46, 4.43, and 4.07). However, the respondents are neutral in terms of the following items like: I would have less time for my schoolwork, I would have forgone the opportunity to make money in a paid position, I would have less energy, I would have less time to work, I would have less free time, I would have less time to spend with my family, these statements got the mean of 3.27, 3.19, 3.32, 3.28, 3.25, and 3.34 respectively. Furthermore, the

respondents has a very good impression towards community outreach program as echoed in the result of the study through the overall mean of 4.04 (agree).

The result was supported by the study of (Locke, et.al, 2004) which stated that it provides strong evidence that voluntary community service placements afford a multitude of personal and career-related development opportunities for students while providing organizations, especially in rural areas, with much needed human resources at no cost to the organization and low cost for governments.

Table 10. Attitudes of the Students towards Community Outreach Program

INDICATORS	Mean	Descriptive Rating
1. I would be contributing to the betterment of the community.	4.31	Agree
2. I would experience personal satisfaction knowing that I am helping others.	4.32	Agree
3. I would be meeting other people who enjoy community service.	4.27	Agree
4. I would be developing new skills.	4.19	Agree
5. I would make valuable contacts for my personal career.	3.95	Agree
6. I would gain valuable experience for my resume.	3.91	Agree
7. I would have less time for my schoolwork.	3.27	Neutral
8. I would have forgone the opportunity to make money in a paid position.	3.19	Neutral
9. I would have less energy.	3.32	Neutral
10. I would have less time to work.	3.28	Neutral
11. I would have less free time.	3.25	Neutral
12. I would have less time to spend with my family.	3.34	Neutral
13. I want to do this activity.	4.26	Agree
14. Community groups need our help.	4.36	Agree
15. It is important to help people in general.	4.46	Agree
16. Improving communities is important to maintaining a quality society.	4.43	Agree
17. I can make a difference in the community.	4.21	Agree

INDICATORS	Mean	Descriptive Rating
18. Our community needs good volunteers.	4.44	Agree
19. There are people in the community who need help.	4.45	Agree
20. All communities need good volunteers.	4.45	Agree

Table 10. Continued

INDICATORS	Mean	Descriptive Rating
21. Volunteer work at community agencies helps solve social problems.	4.17	Agree
22. Volunteers in community agencies make a difference, if only a small difference.	3.82	Agree
23. College student volunteers can help improve the local community.	4.24	Agree
24. Volunteering in community projects can greatly enhance the community's resources.	4.29	Agree
25. I am responsible for doing something about improving the community.	4.13	Agree
26. Contributing my skills will make the community a better place.	4.22	Agree
27. It's my responsibility to take some real measures to help others in need.	4.18	Agree
28. It is important to provide a useful service to the community though community service.	4.23	Agree
29. It is important to me to have a sense of contribution and helpfulness through community service.	4.31	Agree
30. It is important to me to gain an increased sense of responsibility from participating in community service.	4.24	Agree
31. When I meet people who are having a difficult time, I wonder	4.16	Agree

how I would feel if I were in their shoes.

32. I will participate in a community service project in the next year.	3.97	Agree

Table 10. Continued

INDICATORS	Mean	Descriptive Rating
33. I feel bad that some community members are suffering from a lack of resources.	4.10	Agree
34. I feel bad about the disparity among community members.	3.95	Agree
35. I feel an obligation to contribute to the community.	3.91	Agree
36. There are needs in the community.	4.21	Agree
37. Lack of participation in community service will cause severe damage to our society.	4.07	Agree
38. Without community service, today's disadvantaged citizens have no hope.	3.89	Agree
39. Other people deserve my help.	4.06	Agree
40. Community service is necessary to making our communities better.	4.19	Agree
41. It is critical that citizens become involved in helping their communities.	3.80	Agree
42. Community service is a crucial component of the solutions to community problems.	3.88	Agree
43. The more people who help, the better things will get.	4.21	Agree
44. There are people who have needs which are not being met.	4.13	Agree
45. My contribution to the community will make a real difference.	4.17	Agree
OVERALL MEAN	4.04	Agree

Legend:

Scale	Qualitative Rating
4.51-5.00	Strongly Agree
3.51-4.50	Agree
2.51-3.50	Neutral
1.51-2.50	Disagree
1.00-1.50	Strongly Disagree

The results of our study indicate a strong correlation between youth involvement with voluntary organizations and continuing engagement, and in particular, a tendency for early involvement to foster a willingness to assume leadership.

In addition, student characteristics are likely to be related to community service participation. Such characteristics as the students' race/ethnicity, grade level, and school performance are often related to the resources available to the students (e.g., for transportation or for clothing or supplies used in the service), students' knowledge of and access to community service opportunities (e.g., based on contacts through family or friends), and students' skills and attitudes that may affect community service (e.g., self-esteem and self-efficacy) (Nolin, et.al, 1997). Moreover, student activities might also play an important role in terms of whether or not a student gets involved in community service. Several different hypotheses on the relationship can be developed regarding the relationship between student activities and participation in community services. On the one hand, involvement in other activities demonstrates self-efficacy and a desire to be involved, so that students who are involved in one activity might also be involved in community service. On the other hand, involvement in alternative activities could also be expected to reduce the amount of time available for community service, so that one type of involvement might compete with the other especially if the community service occurs regularly (Nolin, et.al, 1997). Students have expressed: better appreciation of doing community service work because of the course, belief that the project implemented was worth spending time, money, and efforts for, willingness to do community service for poor and deprived communities again, finding the experience fulfilling and meaningful, and strengthening of belief that students could contribute in the empowerment of poor and marginalized communities/sectors. The sense of fulfillment brought about by their involvement in community outreach projects has moved some students to volunteer their services (Toquero, 2005).

For the students who continued to do community service, a commitment on their part was developed. They began to do service with internal motivation, unlike those who discontinued service in college whose service was affected by external factors. Moreover, if teachers or family members explained to them the importance of community service, it was more meaningful for them. Having experienced being marginalized also influenced a person's will to serve (Jones and Hill, 2003).

Lastly, Strong organizational skills, communication skills, high self-esteem, and interpersonal skills are associated with higher levels of involvement. The 1996 Independent Sector study and Metz and Youniss also found that people who believe they can make a difference and feel moral obligation and empathy are more likely to volunteer. Community service itself helps develop these characteristics. Volunteer involvements help develop skills and attitudes, which in turn encourage a continuation of volunteering and facilitate the taking on of greater leadership roles. Community service placements appear to assist in the development and reinforcement of positive attitudes towards civic involvement. Respondents indicated they

became more aware of the importance and benefits of volunteering and of being involved in and giving back to their community (Locke, F.et.al, 2004).

Level of Students' Productivity
in terms of Knowledge

Table 11 revealed the level of students' productivity in terms of knowledge. Through community outreach program, the student-respondents were able to recognized characteristics and actions of effective citizens (4.19), describe the community where they live (4.01), describe local problems and their connection to state and national issues (3.96), explain factors and institutions that influence public policy (3.99), and know how individuals can address community problems (4.15). In addition, community outreach program in school makes the students highly productive in terms of knowledge as reflected in the overall mean of this study which is 4.05.

The result is supported by the previously cited Independent Sector study, Melchior and the Federal Work-Study evaluation demonstrated positive effects on participants' school performance and educational attitudes during program participation. In the study of Fran Locke, et.al, 2004, he stated that most respondents thought that their SWASP community service placement had helped them develop transferable skills and influenced their interest in community activities, their attitudes towards community service and civic responsibility, and their understanding of voluntary, community-based organizations.

Table 11. Level of Students' Productivity in Terms of Knowledge

INDICATORS	Mean	Descriptive Rating
1. Recognize characteristics and actions of effective citizens	4.19	Highly Productive
2. Describe the community where they live.	4.01	Highly Productive
3. Describe local problems and their connection to state and national issues.	3.96	Highly Productive
4. Explain factors and institutions that influence public policy.	3.99	Highly Productive
5. Know how individuals can address community problems.	4.15	Highly Productive
OVERALL MEAN	4.05	Highly Productive

Legend:

Scale	Qualitative Rating
4.51-5.00	Very Highly Productive
3.51-4.50	Highly Productive
2.51-3.50	Moderately Productive
1.51-2.50	Less Productive
1.00-1.50	Not Productive

Many also felt an effect on their subsequent decision to remain involved with community groups or their intention to continue involvement in the future. Those who thought SWASP had not influenced them often stated that they had already been involved with and knowledgeable about community groups before SWASP.

Level of Students' Productivity
in terms of Knowledge

The level of students' productivity in terms of skills was presented in Table 11. It was revealed that the respondents got a highly productive skills when getting involved in a community outreach activity as shown in the overall mean with a value of 4.21. Students developed and used effective questions (4.21), acquire information from primary and secondary sources (4.18), and evaluate information for objectivity, accuracy, and point of view (4.20), use information to solve social problems (4.21).

In addition, skills in assessing personal actions, critical thinking skills in making informed and responsible decisions, communication and persuasion skills, and working cooperatively with others were developed.

This is in line with the study of (Gosky, 2010) which stated that community service challenges you to alter your perceptions of people and life. It elicits growth on so many levels with mutual benefit to you and those you serve. You will be empowered to change the world around you and will empower others in your community. You will realize that you can, indeed, make a palpable difference as you become connected to the communities where you serve. The benefits of community outreach are the following: develops your research, critical thinking and interpersonal skills , teaches you how to access the larger community as a resource for skill-building and learning, helps you identify multiple stakeholders and their interests and to see multiple viewpoints, allows interaction with diverse populations, provides career experience, engages you in community problem solving at local, national and international levels, encourages commitment to the community, enables you to apply skills and concepts learned in class, increases self-esteem, increases feeling of satisfaction with university experience , and enables higher GPA potential.

Table 12. Level of Students' Productivity in Terms of Skills

INDICATORS	Mean	Descriptive Rating
1. Develop and use effective questions.	4.21	Highly Productive
2. Acquire information from primary and secondary sources.	4.18	Highly Productive
3. Evaluate information for objectivity, accuracy, and point of view.	4.20	Highly Productive
4. Use information to solve social problems.	4.21	Highly Productive
5. Assess personal action.	4.13	Highly Productive

6. Develop critical-thinking skills to make informed and responsible decisions.	4.25	Highly Productive
7. Develop communication and persuasion skills.	4.26	Highly Productive
8. Work cooperatively with others.	4.28	Highly Productive
OVERALL MEAN	4.21	Highly Productive

Legend:

Scale	Qualitative Rating
4.51-5.00	Very Highly Productive
3.51-4.50	Highly Productive
2.51-3.50	Moderately Productive
1.51-2.50	Less Productive
1.00-1.50	Not Productive

Work-integrated learning provides real-world contexts and problems that enable students to integrate theory and practice. There are numerous ways in which this can be achieved and community service is one of those methods. Community service learning is a term that is used to describe the integration of community service into the curriculum in such a way that the community benefits and the students learn skills that are relevant to their future profession (Clinton, 2007). While many of the benefits are similar to work-integrated learning for the student, there should also be benefits for the community organization. It is more than volunteering, as service learning implies equal focus on the service being provided and the students' learning. This learning can be within the discipline or it can be in the development of the generic skills, attributes and capabilities required by graduates.

In addition, students from religious schools are more likely to act toward social change, while non-sectarian and public school students are less likely to be future volunteers due to their different educational goals and "lack of integration of service and learning in the curriculum and educational objectives." Time and money were shown to be important factors in continuing community service in schools as private schools demonstrated positive action as opposed to public schools which lacked resources (Sunden and Rascoff, 1999).

Locke, et.al., (2004) studies reported that as a result of community service activities, participants developed interpersonal, communication, organizational, managerial and leadership skills; self-esteem, patience, respect for others, helpfulness, kindness, and tolerance; and increased knowledge in a variety of issues. Youth have said community service helped them be aware of community needs and programs, develop and implement service projects, understand about good citizenship, learn how government and voluntary organizations work, believe people can make a difference and should be involved, accept cultural diversity and personal and social responsibility, and be committed to community service now and later in life.

Problems Encountered on the Implementation of Community Outreach Program

Table 13 summarized the problems encountered by the students in the implementation of community outreach program. It was shown that the respondents of the study do not find it hard to deal with the problems encountered in doing community outreach program since they only experienced it sometimes as reflected in the overall mean of 3.06. The highest rated mean under this category is 3.21 stating that sometimes there is risk involve in doing outreach program. And the lowest item was rated with a mean of 2.65 stating that sometimes there is no clear explanation to the students about the value and importance of community outreach program. Meanwhile, the result of the study revealed that there is less problems encountered by the students when conducting community outreach program due to the support of the people behind the implementation like LGU, NGO, and school administrators.

Based on the analysis conducted by Campbell (2010), it was found out that the challenge students faced was not a lack of activity or a dearth of good project ideas, but how to make strategic use of limited time and resources.

Table 13. Problems Encountered on the Implementation of Community Outreach Program

INDICATORS	Mean	Descriptive Rating
1. Lack of support from school administrators	3.16	Sometimes
2. Lack of adopted area for outreach program.	3.10	Sometimes
3. Lack of financial resources.	3.18	Sometimes
4. The school lacks linkages from the NGO's and LGU's.	3.03	Sometimes
5. Lack of participation from the members of the community.	3.10	Sometimes
6. Lack of participation from the members of the community.	3.04	Sometimes
7. There is risk involve in doing outreach programs.	3.21	Sometimes
8. There is no clear explanation to the students about the value and importance of community outreach program.	2.65	Sometimes
OVERALL MEAN	3.06	Sometimes

Legend:

Scale	Qualitative Rating
4.51-5.00	Very Often
3.51-4.50	Often
2.51-3.50	Sometimes
1.51-2.50	Rarely
1.00-1.50	Never

The absence of clear mechanisms for recruiting and orienting new members, both youth and adult, is a common challenge for community coalitions. There is a tendency to wait and see who shows up and let the coalition agenda emerge from them, rather than engaging in active outreach to particular youth/adult populations in light of a specific agenda. This makes it less likely that particularly disadvantaged youth will be engaged in the coalition, since it often takes special efforts to enable these youth to attend meetings, feel comfortable and develop confidence that their voice is respected. It also will make it less likely that individuals and organizations beyond those that are well-known to initiating staff and their existing networks will be engaged, which can result in the exclusion of potentially powerful resources for change.

(Mehalec, et.al, 2004) stated that every successful program depends on strong administrative support. Administrative support is important because, first and foremost, decisions about adopting a program are generally made at the administrative level, while decisions about implementing a program are usually made at lower organizational levels (e.g., by program coordinators, teachers, therapists, nurses). Even after a program is adopted, administrators can make or break a program depending on their abilities to lead and motivate other people and to articulate the vision of the program. The failure to generate enthusiasm among all key players involved in adopting and implementing a new program can undermine even the best plans. Administrators also have the power to allocate resources and make organizational changes that can facilitate the success of a program. Failure to make the necessary changes in work routine to accommodate a program or to provide adequate resources demonstrates an administrative lack of resolve to fully support the program. Although administrators may voice their support of a new initiative, tangible actions, such as those just mentioned, more clearly demonstrate commitment to a program. When implementing staff feel fully supported, they will be more motivated to follow through with a program and to make it a success.

Relationship between Community Outreach Productivity and the Independent Variables

Table 14 exposed the relationship between students' productivity, level of implementation in terms of feeding program, level of implementation in terms of tree planting activity, level of implementation in terms of bloodletting, level of implementation in terms of cleanliness and beautification, level of implementation in terms of relief goods operations, frequency of use, students' attitude, and problems encountered by the students using the correlation analysis. The findings include the Pearson r correlation coefficients and its corresponding p-values.

Moreover, the level of implementation in terms of feeding program, level of implementation in terms of tree planting activity, level of implementation in terms of bloodletting, level of implementation in terms of cleanliness and beautification, level of implementation in terms of relief good operations, frequency of use, students' attitude, revealed to have significant relationship to the students' productivity as indicated by correlation coefficients of $r = 0.335$ ($p=.000**$), $r = .383$ ($p=.000**$), $r = .267$ ($p=.000**$), $r = .508$ ($p=.000**$), $r = .472$ ($p=.000**$), $r = .480$ ($p=.000**$), and $r =$ ($p=.000**$) are all significantly related to students' productivity.

Notice that the sign of the correlation coefficients are positive which means that as the level of implementation in terms of feeding program, level of implementation in terms of tree planting activity, level of implementation in terms of bloodletting, level of implementation in terms of cleanliness and beautification, level of implementation in terms of relief good operations, frequency of use, students' attitude increases, the level of students' productivity will also tend to increase.

Table 14. Relationship between Community Outreach Productivity and the Independent Variables

Independent Variables Correlated with Community Outreach Productivity	Correlation Coefficient (r)	p-value	Interpretation
Level of Implementation/Feeding Program	.335	.000	Highly Significant
Level of Implementation/Tree Planting			
Level of Implementation/Bloodletting	.383	.000	Highly Significant
Level of Implementation/ Cleanliness and Beautification	.267	.000	Highly Significant
Level of Implementation/Relief Goods Distribution	.508	.000	Highly Significant
Frequency of Use	.472	.000	Highly Significant
Students' Attitude			
	.480	.000	Highly Significant
	.367	.000	Highly Significant

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

In other words, students' productivity will result to an effective outreach implementation, and will positively help the attitude of the students' improved. Likewise, if there is a frequent application of the different community outreach program, there is a possibility of better students' productivity.

Stepwise Multiple Regression Analysis of the Independent Variables to the Community Outreach Productivity

Table 15 shows the stepwise regression analysis of level of implementation in terms of feeding program, level of implementation in terms of tree planting activity, level of implementation in terms of bloodletting, level of implementation in terms of cleanliness and beautification, level of implementation in terms of relief good operations, frequency of use, students' attitude, and problems encountered by the students

against students' productivity. The table includes beta coefficient, standard error of estimate of the coefficients, individual t-value of the variables at the level of significance at 0.05.

Cleanliness and beautification, frequency of use, and attitude of the students towards community outreach program revealed to have significant influence with the students' productivity since the individual t-value of their beta coefficients (4.891, 4.761, and 4.626) are very large and their corresponding p-values are less than the level of significance (0.05). Notice that the beta coefficient of cleanliness and beautification ($B = 0.246$) is positive, this indicates that there is a 0.246 increase in the students' productivity per unit increase of cleanliness and beautification.

Likewise, there is 0.234 increase in the students' productivity per unit in the frequency of use. In addition, an increase of .283 to the students' productivity per unit increase of the attitude of the students towards community outreach program holding other factors constant.

Table 15. Stepwise Multiple Regression Analysis of the Independent Variables to the Community Outreach Productivity

Model	Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.032	.294		3.514	.001
2	Cleanliness and Beatification	.246	.050	.312	4.891*	.000
	Frequency of Use	.234	.049	.299	4.761*	.000
	Attitude of the students	.283	.061	.262	4.626*	.000
R= .631	R2= .398		F=43.26		Sig. 0.000	

From the foregoing analysis however, the equation useful in predicting the percentage of students' productivity (Y) as indicated by F-value (43.26) with its corresponding probability value (0.000) is significant at p<0.000. This model is illustrated:

$$Y= 1.032+0.246(X1) +0.234(X2) +0.283(X3)$$

Where: 1.032 is constant
                    X_1= cleanliness and beautification
                    X_2= frequency of use
                    X_3= attitude of students

Moreover, the multiple correlation (R=0.631) suggests that the combined relationship of the significant predictors to the students' productivity is positively high. Additionally, the adjusted R^2=0.389 means that there 38.9% of the variation of the students' productivity is explained by its linear relationship with the significant predictors. This consequently means that there is still 61.1% of the variation of the dependent variable which can still be explained by some other factors not included in the model.

Therefore, the null hypothesis that stated that there is no significant relationship between students' productivity and variables (CLEAN) cleanliness and beautification, (FREQU) frequency of use, and (ATTI) students' attitude is rejected.

Attitude is significant in the influence of students' productivity, since it's the willingness of the student's to undergo outreach program that will make them productive, Metz and Youniss (2005) discovered that service, even when required, may increase volunteerism in people. The study found out that students who were less likely to serve had changed perspectives after having completed the required community service. Some students may just see community service as a fulfillment of personal growth and development than as a help to the community. The socially-elite students and those from religious schools tend to be aware about the status of people less fortunate than them. But this does not necessarily mean they would help those in need. Students from religious schools are more likely to act toward social change, while non-sectarian and public school students are less likely to be future volunteers due to their different educational goals and "lack of integration of service and learning in the curriculum and educational objectives." Time and money were shown to be important factors in continuing community service in schools as private schools demonstrated positive action as opposed to public schools which lacked resources (Sunden and Rascoff, 1999).

Moreover, frequency of use has something to do with productivity, since the more often the students conducted the program, the more productive they become. Having learned and gained so much from CWTS experiences, the school is positive that it will reap more rewards that will demonstrate the extent by which the program can effect positive change in the minds, hearts, and lives of all those involved in the program (Toquero, 2005).

In addition, cleanliness and beautification is also significant towards students' productivity, since it is one of the common outreach programs that is easy to implement, and it is also basic, since it was learned by the students at home. Community clean-up campaign improves the physical appearance as well as creates a sense of community and pride among the residents, creates a good impression on prospective employers, professionals, and others who visit the community, improves the health of the community by eliminating places for insects and rodents to live, and provides an opportunity for residents to get involved and show immediate, visible results. Cleaning plays a vital role in our daily lives. Be it personal hygiene, such as washing our hands before we eat or covering our mouths when we cough, or setting a standard for environmental cleanliness, effective cleaning is our first line of defense against viruses and infectious diseases (Goldin, P. 2014).

Causal Model Data Fitting on Students' Productivity

This portion of the findings deal with a statistical technique used to examine a causal relationship between two or more variables. There are two models formulated in this study.

Test for Causal Model 1

In hypothesized model 1 (figure 1), it was hypothesized that there is no direct effect between students' productivity (PRODUCT) and the seven independent variables namely: feeding program (FEED), tree planting (TREE), bloodletting (BLODL), cleanliness and beautification (CLEAN), relief goods distribution (RLEIF), frequency of use (FREQU), and students' attitude (ATTI).

The first model shows the seven independent variables with arrows directly to the dependent variable. All seven contributor variables are exogenous variables leading to the only endogenous variable, PRODUCT.

In model 1, there is a direct effect between students' productivity (PRODUCT) and the seven independent variables namely: feeding program (FEED), tree planting (TREE), bloodletting (BLODL),

cleanliness and beautification (CLEAN), relief goods distribution (RLEIF), frequency of use (FREQU), and students' attitude (ATTI).

Causal Model 1
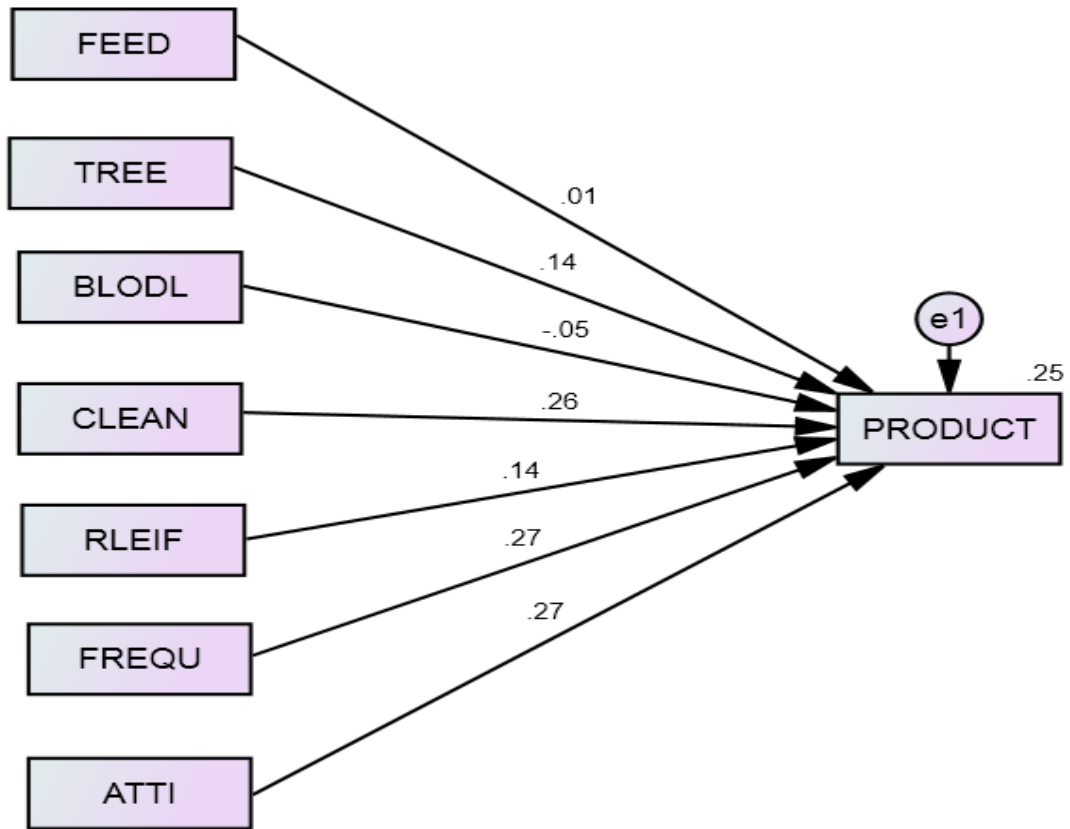
Legend:
FEED- Feeding Program
TREE- Tree Planting
BLODL- Bloodletting
CLEAN- Cleanliness and Beautification
RLEIF- Relief Goods Distribution
FREQU- Frequency of Use
ATTI- Students' Attitude
PRODUCT- Students' Productivity

Figure 4. Causal Model 1- Direct model showing the direct causal link toward educational productivity.

Table 16. Effects of Decomposition for the Variables in Causal Model 1

VARIABLES	DIRECT EFFECT	INDIRECT EFFECT	TOTAL EFFECT
FEED on PRODUCT	.01	-	.01
TREE on PRODUCT	.14	-	.14
BLODL on PRODUCT	-.05	-	-.05

CLEAN on PRODUCT	.26	-	.26
RLEIF on PRODUCT	.14	-	.14
FREQU on PRODUCT	.27	-	.27
ATTI on PRODUCT	.27	-	.27

In this model, independent variables or attributes which had the highest direct effect on students' productivity (PRODUCT) were frequency of use (FREQU) with a total effect of .27, and the students' attitude with a total effect of .27, followed by cleanliness and beautification (CLEAN) with .26, relief goods distribution (RLEIF) with .14, tree planting (TREE) with .14, feeding program (FEED) with .01, and lastly, the bloodletting (BLODL) with a total effect of -.05.

Table 17. Comparison of Goodness-Of-Fit Indices for Causal Model 1

INDEX	STANDARD VALUE	MODEL 1 VALUE
CMIN/DF	<0C/D<2	453.591
p-value	>0.05	.000
NFI	>0.95	.191
CFI	>0.95	.187
RMSEA	<0.05	.322

Table 17 shows the comparison of goodness-of-fit-indices for causal model 1. The chi-square minimum over degree of freedom is 453.591, which signifies a very high result for the standard value. The p-value is .000 which is lower than the standard value for a fitted model. The NFI is.191 and is lesser than 0.95 reference value, the CFI is lesser than the standard value at .187, and the RMSEA is greater at .253 with lesser than 0.05 as standard value. Therefore, model 1 was not a fit model.

Test for Causal Model 2

Figure 2 is the hypothesized model 2, which was hypothesized that students' productivity (PRODUCT) is directly influenced by tree planting (TREE), relief goods distribution (RLEIF), cleanliness and beautification (CLEAN), frequency of use (FREQU), and attitude of students (ATTI). Moreover, cleanliness and beautification (CLEAN), frequency of use (FREQU), and attitude of students (ATTI) was influenced by feeding program (FEED), bloodletting (BLODL), and relief goods distribution (RLEIF). Unlike Model 1 wherein the endogenous variable student's productivity (PRODUCT) was directly influenced by

seven exogenous variables namely: feeding program (FEED), tree planting (TREE), bloodletting (BLODL), cleanliness and beautification (CLEAN), relief goods distribution (RLEIF), frequency of use (FREQU), and students' attitude (ATTI).
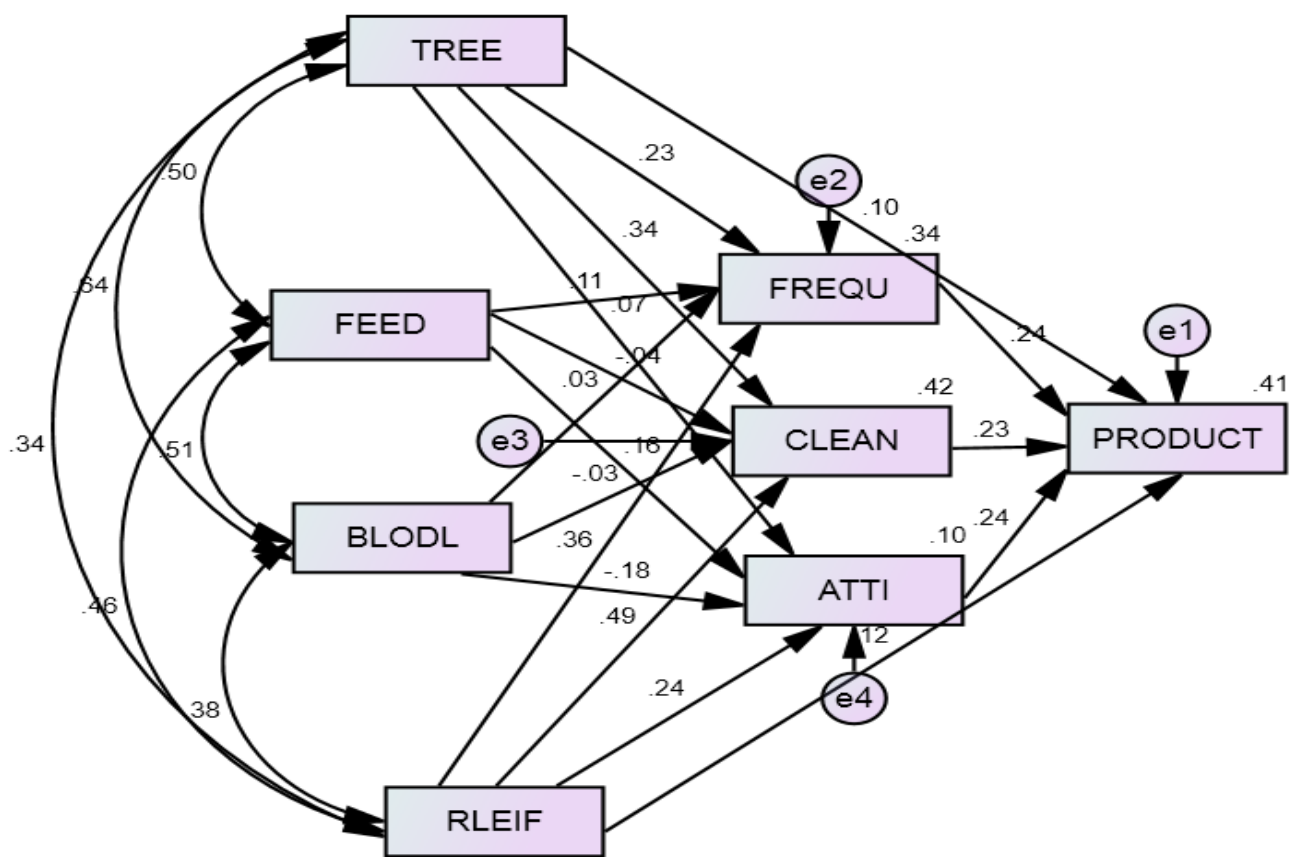
Causal Model 2

Legend:
FEED- Feeding Program
TREE- Tree Planting
BLODL- Bloodletting
CLEAN- Cleanliness and Beautification
RLEIF- Relief Goods Distribution
FREQU- Frequency of Use
ATTI- Students' Attitude
PRODUCT- Students' Productivity

Figure 5. Causal Model 2 of the variables feeding program, tree planting, bloodletting, cleanliness and beautification, relief goods distribution, frequency of use, students' attitude towards community outreach productivity.

Figure 5, Causal Model 2 shows that tree planting (TREE), relief goods operation (RLEIF), frequency of use (FREQU), cleanliness and beautification (CLEAN), and students' attitude (ATTI) had a direct causal link to students' productivity (PRODUCT) while the other two variables namely: feeding program (FEED) and bloodletting (BLODL) had no direct link but has indirect effect with students' productivity (PRODUCT). In this model, relief goods distribution (RLEIF) has the highest effect both directly and indirectly on the students' productivity (PRODUCT) with a total effect of 0.26, followed tree planting (TREE) 0.25 total effect, students' attitude (ATTI) with a total effect of 0.24, frequency of use (FREQU) with a total effect of 0.24, and cleanliness and beautification (CLEAN) 0.23 total effect. Moreover, there are two variables that has no direct effect but indirectly affects students' productivity (PRODUCT), these are feeding program (FEED) with an indirect and total effect of 0.06, and bloodletting (BLOODL) with an indirect effect total of -0.04.

Table 18. Effects of Decomposition for the Variables in Causal Model 2

VARIABLES	DIRECT EFFECT	INDIRECT EFFECT	TOTAL EFFECT
TREE on PRODUCT	0.10	0.15	0.25
FEED on PRODUCT	----	0.06	0.06
BLODL on PRODUCT	----	-0.04	-0.04
RLEIF on PRODUCT	0.12	0.14	0.26
CLEAN on PRODUCT	0.23	----	0.23
FREQU on PRODUCT	0.24	----	0.24
ATTI on PRODUCT	0.24	----	0.24

Table 19. Comparison of Goodness-Of-Fit Indices for Causal Model 2

INDEX	STANDARD VALUE	MODEL 2 VALUE
CMIN/DF	<0C/D<2	1.442
p-value	>0.05	.205
NFI	>0.95	.987
CFI	>0.95	.996
RMSEA	<0.05	.047

Table 18 shows the comparison of goodness-of-fit indices for model 2, it can be observed that the chi-square minimum over degree of freedom is 1.442 and is lesser than 5, the p-value 0.205 was not significant, The NFI and CFI was greater than >0.95 reference value with correlational coefficient of .987 and .996 respectively. The RMSEA was less than <0.05. Based on the result presented in table 18, model 2 qualifies as good model based on the chi-square test.

Model Fitting Summary

The test for goodness-of-fit of the different models is given in Table 19. Model 2 was the only model that had a chi-square value which was not significant. According to Garson (2008) the likelihood ration chi-square test, also called the model chi-square test or deviance test, assessed the overall fit of model. A finding of no significance corresponds to an adequate model. However, the likelihood ratio chi-square test cannot be relied upon alone, particularly for large samples, because a finding of significance can occur with small differences of the model-implied and observed covariance matrices. Therefore, a large variety of other goodness of fit measures was applied.

Table 20. Comparison of Goodness-Of-Fit Indices of the Different Models

Model	CMIN/DF	p-value	NFI	CFI	RMSEA
1	453.591	.000	.191	.187	.322
2	1.442	.205	.987	.996	.047
Reference Values	<0C/D<2	>0.05	>0.95	>0.95	<0.05

Other tests used to validate the result of this study are: Absolute Fit Index; and RMSEA. An absolute fit index using 95% confidence, and for Root Mean Square Error of Approximation or RMSEA should be less than 0.05 for a good fit model. Increment Fit Index; NFI and CFI are two incremental fix indexes, which should be greater than 0.95 for each to have a good fit model. Only model 2 had the value of CFI that is greater than 0.95. According to the reference value, it indicated that only model 2 had a good fit. It was very apparent that this model had a CFI of 0.996 or 1.00 which was above the reference critical value of 0.95.

Moreover, the RMSEA value of model 2 was .047 which has the value below critical value of 0.05 which indicated a qualifying criterion for goodness-of-fit test. Therefore, it is model 2 that qualified as the best model based on the different test for goodness-of-fit used in this study. The null hypothesis that no causal model best fits students' productivity was rejected. The best causal model suggested that students' productivity is best anchored in tree planting, relief goods distribution, attitude of students, frequency of use, and cleanliness and beautification.

There was direct relationship that existed between students' productivity with frequency of use, cleanliness and beautification, attitude of students, tree planting, and relief goods distribution. Hence, the null hypothesis which was stated that there is no significant relationship between students' productivity and level of implementation and students attitude towards community outreach program was rejected.

Tree Planting has the biggest effect on students' productivity and this result was supported by the study of Sundeen and Raskoff (1999) which concluded that: "The effective implementation of program goals requires greater effort in defining the goals of service vis a vis the school's educational goals; improved coordination with community organizations; heightened attempts to encourage students to reflect on their experiences and integrate them with the school's educational mission; increased training opportunities for teachers regarding methods of reflection and integration; and greater attention to training, recognition, and program evaluation. The youth can play a vital role in environmental protection and management if given the chance to do so.

The Philippines is one of the most vulnerable countries to climate change, being an archipelagic country. Therefore great imperative should be given to disseminate information and educate the youth about the ramifications of environmental issues especially about biodiversity conservation and climate change (Guzman, 2004).

Moreover, relief goods distribution has an impact on the productivity of students, followed by attitude of the students towards outreach program, frequency of use, and cleanliness and beautification. Metz and Youniss (2005) discovered that service, even when required, may increase volunteerism in people. The study found out that students who were less likely to serve had changed perspectives after having completed the required community service. Students have expressed: better appreciation of doing community service work because of the course, belief that the project implemented was worth spending time, money, and efforts for, willingness to do community service for poor and deprived communities again, finding the CWTS experience fulfilling and meaningful, and strengthening of belief that students could contribute in the empowerment of poor and marginalized communities/sectors. The sense of fulfillment brought about by their involvement in CWTS projects has moved some students to volunteer their services (Toquero, 2005). For the students who continued to do community service, a commitment on their part was developed. They began to do service with internal motivation, unlike those who discontinued service in college whose service was affected by external factors. Moreover, if teachers or family members explained to them the importance of community service, it was more meaningful for them. Having experienced being marginalized also influenced a person's will to serve (Jones and Hill, 2003).

In addition, It provides strong evidence that voluntary community service placements afford a multitude of personal and career-related development opportunities for students while providing organizations, especially in rural areas, with much needed human resources at no cost to the organization and low cost for governments. The results of our study indicate a strong correlation between youth involvement with voluntary organizations and continuing engagement, and in particular, a tendency for early involvement to foster a willingness to assume leadership (Locke, et.al, 2004).

Student characteristics are likely to be related to community service participation. Such characteristics as the students' race/ethnicity, grade level, and school performance are often related to the resources available to the students (e.g., for transportation or for clothing or supplies used in the service), students' knowledge of and access to community service opportunities (e.g., based on contacts through family or friends), and students' skills and attitudes that may affect community service (e.g., self-esteem and self-efficacy) (Nolin, et.al, 1997). Shumer (1994) found that participation had a positive effect on school grades, but other factors that are related to grades (such as household income and the education level of adults in the household, both of which precede student participation) also are related to student participation. It may be that both explanations are correct: student participation may affect student grades, while the kinds of students who participate may also be the ones more likely to receive high grades.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the summary of findings, the conclusions extracted from the given findings and the recommendations based from the conclusions.

Summary

This study developed a causal model on students' productivity in the implementation of community outreach program in San Agustin Institute of Technology. Specifically, this study aimed to: 1.) assess the level of implementation of San Agustin Institute of Technology Community Outreach Program; 2.) identify the attitudes of the San Agustin Institute of Technology students towards community outreach program; 3.) ascertain the level of students productivity of San Agustin Institute of Technology in terms of: knowledge and skills; 4.) determine the problems encountered on the implementation of San Agustin Institute of Technology Community Outreach Program; 5.) correlate students' productivity and the following: a. extent of implementation, b. attitude of students towards community outreach program, and c. problems encountered on the implementation of community outreach program; 6.) identify the variables that best predict students' productivity; and 7.) develop a causal model that best fits students' productivity.

This study was conducted at San Agustin Institute of Technology, Valencia City, Bukidnon commonly known as SAIT, respondents of the study are the third year (3rd yr.) and fourth year (4th yr.) college students of San Agustin Institute of Technology. The respondents was chosen considering their experiences in community outreach program and participated by 200 students taken randomly in a descriptive-correlational and causal-comparative research design, utilizing a survey questionnaire, and using descriptive statistics, Pearson Product Moment Correlation, Regression analysis, and path analysis with Chi-square test of goodness-of-fit.

Data revealed that in the assessment on the level of implementation of community outreach program in San Agustin Institute of Technology in terms of: Feeding program was rated implemented and obtained an overall mean of 4.33. Tree planting was rated implemented by the respondents with an overall mean of 3.91. Bloodletting was rated by the respondents of an overall mean of 3.85 with an implemented description. Cleanliness and beautification is also rated implemented by the respondents, with an overall mean of 4.31. Lastly, Relief goods distribution was rated implemented and got an overall mean of 4.28. In addition, in the level of implementation in terms of frequency of use, feeding program got the highest mean of 4.23 and rated often implemented, relief goods distribution has a mean of 3.95 and rated often implemented, bloodletting was rated sometimes implemented and has a mean of 3.40, cleanliness and beautification has a mean of 4.24 or often implemented, and relief goods distribution has a mean of 3.91 or often implemented. In general, in terms of frequency of implementation, it got an overall mean of 3.91 and a description of often.

Moreover, there is a positive attitude from the students towards community outreach program in San Agustin Institute of Technology as reflected in the result of the study with an overall mean of 4.04 and a qualitative description of agree.

Furthermore, there is a high productivity in terms of the level of students' productivity in both knowledge and skills. The student's productivity in terms of knowledge got an overall mean of 4.05 or highly productive, while the students' productivity in terms of skills got an overall mean of 4.21 and was described as highly productive.

In addition, there are problems encountered by the students in terms of the implementation of community outreach program as reflected in the result of the study, it got an overall mean of 3.06 and a description of sometimes.

Further, the correlation between extent of implementation , and attitude of students towards community outreach program was found out to have significant relationship with the students' productivity, but on the other side, problems encountered by the students in terms of community outreach implementation has no significant relationship with students' productivity.

Nevertheless, the stepwise regression analysis findings had attributed to the fact that 39.8% of the variation of the implementation of community outreach program is explained by a linear relationship with cleanliness and beautification, frequency of use, and attitude of the students towards community outreach program. Hence, the regression model that can best predict the students' productivity is $Y = 1.032 + 0.246(X1) + 0.234(X2) + 0.283(X3)$. Study further revealed that cleanliness and beautification, frequency of use, and attitude of the students towards community outreach program are the variables that best predict students' productivity.

Also, having frequency of use (FREQU) the highest effects towards students' productivity (PRODUCT). Causal model 2 was tested and relief goods distribution (RLEIF) has the highest effect both directly and indirectly on the students' productivity (PRODUCT) with a total effect of 0.38. However, when the two models are tested, model 2 qualified as the best model based on the different test for goodness-of-fit used in this study.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The respondents of the study are the third year (3rd yr.) and fourth year (4th yr.) college students of San Agustin Institute of Technology. The research is participated by 200 students.

The outreach program in terms of feeding program, tree planting, bloodletting, cleanliness and beautification, and relief goods distribution are implemented often times by the respondents.

The students' have positive attitude towards community outreach program and agreed that the implementation of community outreach program in San Agustin Institute of Technology affects their lives and productivity especially the designed community outreach program.

The students are highly productive in terms of knowledge is highly productive, and skills.

Problems are encountered sometimes in the implementation of outreach program, however, the students' productivity is not affected.

The extent of implementation , and attitude of students towards community outreach program is significantly correlated with the students' productivity, but on the other side, problems encountered by the students in terms of community outreach implementation has no significant relationship with students' productivity.

Cleanliness and beautification, frequency of use, and attitude of the students towards community outreach program are the variables that best predict students' productivity.

Causal model 2 is the best fit model on students' productivity.

Recommendations

In view of the findings and conclusions, the following recommendations are put forward:

San Agustin Institute of Technology administrators may continue to show more support, and strengthen the implementation of community outreach program in the college department especially in encouraging and promoting the students to be actively involved in community-outreach related activities that will enhance the attitude, knowledge, and skills of the students and will later on inspire them to do their part in the community.

Teachers might be required to undergo community outreach program, and must be given trainings by the administrators of the school, on how to handle community-related outreach programs, so that in return, they will be able to share their experiences to the students and inspire the students to become active and participative in serving the communities.

Administrators/Teachers/Outreach Coordinators may exert more effort in cleanliness and beautification, relief goods distribution and conduct more tree planting activities, since it was found out that these programs has more effect on the productivity of the students. Strengthening the link between the school, Non-Government Organizations, and Local government Organization, will help in implementing the programs effectively.

Teachers and Coordinators might consider the safety of the students when doing community outreach especially in far communities. Moreover, community outreach program may be designed to promote civic-consciousness among students; and to encourage them to become part of the solution in the communities' existing problems.

Parents may show their support by allowing their children to participate and join community outreach program and other school-related volunteer works to enable the students to develop their attitude, knowledge, and skills, while doing the activity. Trust must also be given by parents to the students and to the implementers of the outreach program.

Administrators/Parents/Teachers/Organizers are encouraged to establish linkages that will eliminate problems that students sometimes encountered during outreach programs. Further, linkages must agree to have a memorandum of agreement or mutual understanding to ensure sustainability of the implementation.

Further study on similar topic might be considered to find out other variables that best predict students' productivity, and developed more models that will best fit students' productivity.

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APPENDICES
Questionnaire

"IMPLEMENTATION OF COMMUNITY OUTREACH PROGRAM OF THE NATIONAL SERVICE TRAINING PROGRAM: A CAUSAL MODEL ON STUDENTS' PRODUCTIVITY"

I. Level of implementation

A. Types of Community Outreach Program being conducted

The following are the different types of community outreach program, please rate according to the level of its implementation using the scale below. Encircle the corresponding number of your choice.

5- Highly Implemented   **3- Moderately Implemented**

4- Implemented   **2- Rarely Implemented**

1- Not Implemented

	H.I(5)	I(4)	M.I(3)	R.I(2)	N.I(1)
1.Feeding Program	H.I(5)	I(4)	M.I(3)	R.I(2)	N.I(1)

a. There is a specific venue and qualified participants for feeding program	5	4	3	2	1
b. There is a thorough planning before the feeding program	5	4	3	2	1
c. The choice of food is nutritious and healthy for the participants	5	4	3	2	1
d. The program was designed to help the community fight malnutrition	5	4	3	2	1
e. The goals and objectives are well-executed and achieved	5	4	3	2	1
2. Tree Planting	**H.I(5)**	**I(4)**	**M.I(3)**	**R.I(2)**	**N.I(1)**
a. There is a specific area for tree planting.	5	4	3	2	1
b. There is coordination between the City Environment and Natural Resources Office and the school prior to the activity.	5	4	3	2	1
c. Seedlings are provided for free.	5	4	3	2	1
d. Tree guards are provided to keep the newly planted trees protected.	5	4	3	2	1
e. There is a follow-up visitation a month after the planting activity was done.	5	4	3	2	1
3. Bloodletting/Health Care	**H.I(5)**	**I(4)**	**M.I(3)**	**R.I(2)**	**N.I(1)**
a. The purpose of the activity was well-explained by the organizers to the student-volunteers.	5	4	3	2	1
b. There is a thorough check-up for student-donors before doing the activity.	5	4	3	2	1
c. Student-donors are well-treated and are provided foods after the activity.	5	4	3	2	1
d. Donor's card from Red-Cross was given to the successful student-donors.	5	4	3	2	1

	H.I(5)	I(4)	M.I(3)	R.I(2)	N.I(1)
e. Organizers make sure that the activity is not compulsory, instead, a voluntary one.	5	4	3	2	1
4. Cleanliness and Beautification	**H.I(5)**	**I(4)**	**M.I(3)**	**R.I(2)**	**N.I(1)**
a. The activity was conducted to help the community fight diseases-caused by unpleasant and dirty environment.	5	4	3	2	1
b. There is a proper coordination between the Local Government Unit and the School.	5	4	3	2	1
c. Proper management of solid waste was applied.	5	4	3	2	1
d. The importance of cleanliness was explained to the students prior to its implementation.	5	4	3	2	1
e. There is proper solid-waste management in the school campus (trash cans, and other cleaning materials are available).	5	4	3	2	1
5. Relief Goods Distribution	**H.I(5)**	**I(4)**	**M.I(3)**	**R.I(2)**	**N.I(1)**
a. The purpose of the activity was well-explained by the teacher/organizer.	5	4	3	2	1
b. The activity was designed not only for calamity-victim but also during Christmas season.	5	4	3	2	1
c. Students help in repacking and distribution of relief goods.	5	4	3	2	1
d. Donations are mostly from school and students.	5	4	3	2	1
e. The activity was well-organized and organizers make it sure that the goods was divided and shared equally.	5	4	3	2	1

B.   Frequency of Use

Please encircle the number of your choice using the following scale below:

5- Very Often 4- Often   3- Sometimes 2- Rarely   1- Never

Community Outreach Program	Very Often	Often	Sometimes	Rarely	Never
6. Feeding Program	5	4	3	2	1
7. Tree Planting	5	4	3	2	1
8. Bloodletting/Health Care	5	4	3	2	1
9. Cleanliness and Beautification	5	4	3	2	1
10. Relief Goods Distribution	5	4	3	2	1

II. Attitude of Students towards Community Outreach Program

Please answer the following questions regarding your feelings toward community service projects. Answer questions using the following scale:

1 = strongly disagree   **2 = disagree**   **3 = neutral**

4 =agree   **5 = strongly agree**

_____1. I would be contributing to the betterment of the community.

_____2. I would experience personal satisfaction knowing that I am helping others.

_____3. I would be meeting other people who enjoy community service.

_____4. I would be developing new skills.

_____5. I would make valuable contacts for my personal career.

_____6. I would gain valuable experience for my resume.

_____7. I would have less time for my schoolwork.

_____8. I would have forgone the opportunity to make money in a paid position.

_____9. I would have less energy.

_____10. I would have less time to work.

_____11. I would have less free time.

_____12. I would have less time to spend with my family.

_____13. I want to do this activity.

_____14. Community groups need our help.

_____15. It is important to help people in general.

_____16. Improving communities is important to maintaining a quality society.

_____17. I can make a difference in the community.

_____18. Our community needs good volunteers.

_____19. There are people in the community who need help.

_____20. All communities need good volunteers.

_____21. Volunteer work at community agencies helps solve social problems.

_____22. Volunteers in community agencies make a difference, if only a small difference.

_____23. College student volunteers can help improve the local community.

_____24. Volunteering in community projects can greatly enhance the community's resources.

_____25. I am responsible for doing something about improving the community.

_____26. Contributing my skills will make the community a better place.

_____27. It's my responsibility to take some real measures to help others in need.

_____28. It is important to provide a useful service to the community though community service.

_____29. It is important to me to have a sense of contribution and helpfulness through community service.

_____30. It is important to me to gain an increased sense of responsibility from participating in community service.

_____31. When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.

_____32. I will participate in a community service project in the next year.

_____33. I feel bad that some community members are suffering from a lack of resources.

_____34. I feel bad about the disparity among community members.

_____35. I feel an obligation to contribute to the community.

_____36. There are needs in the community.

_____37. Lack of participation in community service will cause severe damage to our society.

_____38. Without community service, today's disadvantaged citizens have no hope.

_____39. Other people deserve my help.

_____40. Community service is necessary to making our communities better.

_____41. It is critical that citizens become involved in helping their communities.

_____42. Community service is a crucial component of the solutions to community problems.

_____43. The more people who help, the better things will get.

_____44. There are people who have needs which are not being met.

_____45. My contribution to the community will make a real difference.

III. Community Outreach Productivity

Rate the following objectives based on the level of the implementation of community outreach program using the scale below, encircle the corresponding number of your choice:

5- Very Highly Productive   **3- Moderately Productive**

4- Highly Productive   **2- Less Productive**

1- Not Productive

Objectives of Community Outreach Program Implementation	VHP	HP	MP	LP	NP
Knowledge:					
1. Recognize characteristics and actions of effective citizens	5	4	3	2	1
2. Describe the community where they live.	5	4	3	2	1
3. Describe local problems and their connection to state and national issues.	5	4	3	2	1
4. Explain factors and institutions that influence public policy.	5	4	3	2	1
5. Know how individuals can address community problems.	5	4	3	2	1
Skills:					
1. Develop and use effective questions.	5	4	3	2	1
2. Acquire information from primary and secondary sources.	5	4	3	2	1
3. Evaluate information for objectivity, accuracy, and point of view.	5	4	3	2	1

4. Use information to solve social problems.	5	4	3	2	1
5. Assess personal action.	5	4	3	2	1
6. Develop critical-thinking skills to make informed and responsible decisions.	5	4	3	2	1
7. Develop communication and persuasion skills.	5	4	3	2	1
8. Work cooperatively with others.	5	4	3	2	1

IV. Problems encountered by the students on the implementation of Community Outreach Program

Rate the following constraints and encircle the corresponding number of your choice:

5- Very often   4- Often   3- Sometimes 2- Rarely   1- Never

	V.O(5)	O(4)	S(3)	R(2)	N(1)
1. Lack of support from school administrators.	5	4	3	2	1
2. Lack of adopted area for outreach program.	5	4	3	2	1
3. Lack of financial resources.	5	4	3	2	1
4. The school lacks linkages from the NGO's and LGU's.	5	4	3	2	1
5. Lack of participation from the members of the community.	5	4	3	2	1
6. Lack of appreciation from the community being served.	5	4	3	2	1
7. There is risk involve in doing outreach programs.	5	4	3	2	1
8. There is no clear explanation to the students about the value and importance of community outreach program.	5	4	3	2	1

This is the end of the survey, thank you very much for your participation.