

# Students' Awareness, Capability and Perspective: Baseline for a Collaborative Community Extension Engagement

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**Abstract**— Collaboration is a vital factor to a successful community extension undertaking. As SUCs are mandated to perform community extension works, forming a functional collaboration with prospective partners could bring substantial gain to the institution. One of the possible schemes that the university or college can build is a partnership with the students. This study looked into the awareness, capability and perspective of the students of the College of Arts and Sciences of Eastern Visayas State University Main Campus relative to community extension. These variables were considered as constructive references in formulating mechanisms and strategies for a collaborative implementation of the extension agenda of the college. This study used a quantitative method using a survey design. Participants of the study were grouped according to year level and were identified through stratified random sampling. A researcher-made survey questionnaire was administered to the participants through google form. Obtained data were analyzed and interpreted using Descriptive Statistics, Analysis of Variance and Tukey's HSD as analysis tools. The results of the survey showed that students have limited knowledge of the college extension undertakings. However, the students showed high capability in some areas of engagement such as promoting good governance, promoting gender and development, and enhancing literacy/numeracy skills. The study also disclosed that the students have a favorable perspective toward community extension. It further showed that there was no significant difference in the awareness and overall capability among the different year levels of the students. However, the results revealed a significant difference in the capability between certain groups of students, specifically in developing livelihood skills and income-generating activities. In addition, significant differences in perception were also found between groups of students. The study concluded that the students have the skills, potentials and a favorable outlook that can complement the delivery of the college extension services. Thus, implementation of extension agenda of the college may be enhanced through a faculty-student collaboration. This may be done by encouraging students' involvement, instituting incentive and reward mechanisms and providing them equal and inclusive opportunities to further elevate their awareness and capability while reducing if not eliminating differences in their perspective toward community extension.

**Keywords**— Community Extension, Faculty-Student Collaboration, Awareness, Capability, Perspective.

## I. INTRODUCTION

### Background

State Universities and Colleges (SUCs) are directed by law to engage in community extension activities. The main objective of extension in SUCs is to help improve the well-

being of the depressed, deprived and underprivileged communities (Elman, 1998). While it addresses specific community needs and problems, extension service in general comprises developmental activities, projects and programs designed to support the government's efforts for national growth. Particularly, extension programs approved by the SUC Board are intended for and responsive to the needs of the community and self-reliance (DBM and CHED Joint Circular No. 1, s. 2003).

The Eastern Visayas State University in particular is mandated to perform community extension service along its different academic programs as embodied in Republic Act No. 9311. The law specifically directs the University to implement extension programs, projects and activities that will facilitate the advancement of the poor and marginalized communities in Region VIII. Since community extension aspires for the development of the less fortunate communities, services offered are designed to respond particularly to the needs of the people vis-a-vis the various fields of expertise and resources of the University.

As the needs of the community vary, extension service must be diverged. These are designed primarily to increase the security of livelihood, alleviate poverty, reduce illiteracy, improve health and nutrition, create a system of governance that promotes, supports, and sustains human development and protection and preservation of the environment (Bidad and Campiseño, 2010). Implementing extension programs, projects and activities that truly contribute to the advancement of marginalized communities is a challenging work. It requires people who do not just have the capability and skills but also the passion to help others. Therefore, the University should identify possible opportunities and resources that can help in the appropriate and effective execution of its extension agenda. One of the valuable resources of an organization is people. More people mean a wider opportunity. Forming a collaboration of the university's human resources could lead to considerable advantages. Benefits of collaboration include these: 1) provides more innovative solutions to complex issues, 2) reduces duplication of efforts, 3) brings together multiple human and financial resources, and 4) creates higher quality programs (Marek, Brock, & Savla, 2015).

As part of their mandated function, the university personnel are required to perform community extension work (EVSU

University Code, 2017). The faculty members render a certain number of hours to conduct extension activities per semester depending on their academic rank. The different curricular programs conduct extension undertakings in identified partner communities. These services are provided based on the expertise of the faculty members and availability of resources of the college or academic unit. The College of Arts and Sciences in responding to legal mandates commits to help its partner communities through the implementation of extension activities, projects and programs. Along this, the college provides services in the following areas of engagement: promoting good governance, developing livelihood skills and income-generating activities, promoting gender and development, enhancing literacy/numeracy skills, and protecting the environment and natural resources.

However, to really achieve its extension agenda, the college must allow internal reinforcement. Taking advantage of the available opportunities to increase manpower will profoundly improve the delivery of its extension services. It will not only bring about added satisfaction to the partner communities but will also create a sustained competitive advantage and breakthrough improvement in providing developmental services that will generate significant new value for the community and the University (Ponferrada, 2015). It is in this regard that this study was conducted.

*Objectives*

The study aimed to assess the status of the students of the College of Arts and Sciences of Eastern Visayas State University-Main Campus in relation to community extension service. The main objective of the study is to provide a point of reference for a functional faculty-student collaboration in the conduct of community extension works. Specifically, the study delved into the following inquiries: 1) What is the level of student awareness of the college’s extension works; 2) Do students have the capability to support the faculty in the different areas of community extension engagement; 3) How do students perceive community works; 4) Is there a difference in

the level of awareness, capability and perspective among the students; and, 5) What recommendations can be formulated to maximize the faculty-student collaboration in carrying out the extension works of the college?

*Framework*

This study is premised on the concept of collaboration. The pursuit for development, whether at the community, regional or national level is a tall task. For this undertaking to be effective and fruitful, the support and participation of every stakeholder is necessary. The school being at the forefront of these undertakings must be aptly geared up to meet with the challenges and expectations of the organization, target beneficiaries and the government. This calls for a united effort of all members of the academic community. Therefore, school administrators, faculty, staff and the students must collaborate to create a strong and effective extension program. Collaboration is a process that allows groups who see different sides of a problem to explore their differences and find solutions that go beyond their own limited view of what is possible (Gray, 1989). It is an important part of the successful delivery of extension services. Likewise, universities and outreach organizations favor collaborative approaches that meet customer needs (Bruns & Franz, 2015). Extension activities are basically carried out utilizing existing resources and opportunities. However, one important opportunity that probably has not been given much consideration is student. Students could be potential complementary partners in carrying out the extension agenda of the school. The possible gains that could be derived from the collaboration of the faculty and students cannot be discounted. Collaboration can "enable different individuals and organizations to support each other by using, combining, and leveraging their strengths and capabilities" (Lasker, Weiss, & Miller, 2001). Students could be tapped to assist the faculty in the delivery of extension services. With the learned knowledge and skills, they could be an additional manpower.



Figure 1. Conceptual Framework of the Study

It is noteworthy to consider the students as potential partners in the implementation of effective community extension service. Functional collaboration could be attained if students: 1) are well-informed of the relevant activities, projects and programs; 2) possess knowledge and skills to support these activities, projects and programs; and, 3) exhibit desire and interest in performing community works. In terms of capability, the knowledge and skills of the students must match up with the agenda of the college. Along this, they must possess knowledge and skills in the five areas of engagement namely: promoting

good governance, developing livelihood skills and income-generating activities, promoting gender and development, enhancing literacy/numeracy skills, and protecting the environment and natural resources. Identifying the level of students’ awareness, capability and their perspective toward community extension is undoubtedly substantial in advancing the college’s extension agenda. By doing so, it will provide a baseline that can be utilized in crafting guidelines and mechanisms that could maximize the potential of faculty-student collaboration in attaining the college’s extension goals.

II. METHODOLOGY

*Research Design*

In order to achieve the objectives of the study, the quantitative method using a survey research design was employed. This technique was used since the study sought to answer questions related to students’ attitude and characteristics. According to Creswell (2014), survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

*Respondents of the Study*

The research participants were one hundred forty college students enrolled at the College of Arts and Sciences of EVSU-Main Campus during the Academic Year 2023-2024. They were grouped according to their year level. Each group was represented by thirty-five students who were identified through a stratified random sampling. This method was done in order to get a proportionate sample in all academic programs. Five students per year level in all the seven curricular programs of the college participated in this study.

*Research Instrument*

To obtain the needed data, a researcher-made survey questionnaire which used a five-point Likert scale was used. The survey instrument was composed of three parts intended to assess the awareness, capability, and perspective of the respondents. The capability of the students was determined through the five areas of engagement namely: promoting good governance, developing livelihood skills and income-generating activities, promoting gender and development, enhancing literacy/numeracy skills, and protecting the environment and natural resources. Cronbach’s alpha was computed to ensure consistency of the items included in the questionnaire. The instrument registered an Alpha’s coefficient of .85 which is above the acceptable score.

*Data Gathering Procedure*

The survey questionnaire was administered to the research-participants through google form. Prior to the accomplishment of the survey form, the respondents were informed of the purpose of the research and the importance of their participation to the success of the study. The participation of the respondents was voluntary and with informed consent. Utmost confidentiality and transparency were profoundly considered in the acquisition and processing of the data obtained from the respondents. Full responsibility was assumed to ensure that no harm or damage to person or property would arise from this study. Provisions of promulgated laws like the Data Privacy Act and the like were strictly observed.

*Data Analysis*

Obtained data were analyzed and interpreted using Descriptive Statistics and Analysis of Variance. Descriptive statistics was used to describe the characteristics of the sample groups relevant to the dependent variables under investigation while analysis of variance was done to test whether a significant

difference exists among the sample groups. To prove and identify which group pairs exhibited significant difference, a post-hoc test was done using Tukey’s Honestly Significant Difference analysis.

To describe the dependent variables under investigation, the following scale parameters were used.

A. Level of Awareness

Scale	Range	Description	
5	4.21 - 5.00	Very high awareness	Well-informed of all of the extension activities, projects and programs of the college
4	3.41 - 4.20	High awareness	Well-informed of most of the extension activities, projects and programs of the college
3	2.61 - 3.40	Moderate awareness	Well-informed of some of the extension activities, projects and programs of the college
2	1.81 - 2.60	Low awareness	Well-informed of few of the extension activities, projects and programs of the college
1	1.00- 1.80	Very low awareness	No information of the extension activities, projects and programs of the college

B. Level of Capability

Scale	Range	Description	
5	4.21 - 5.00	Very high capability	Equipped with all the knowledge and skills to support the extension activities, projects and programs of the college
4	3.41 - 4.20	High capability	Equipped with most of the knowledge and skills to support the extension activities, projects and programs of the college
3	2.61 - 3.40	Moderate capability	Equipped with some of the knowledge and skills to support the extension activities, projects and programs of the college
2	1.81 - 2.60	Low capability	Equipped with few of the knowledge and skills to support the extension activities, projects and programs of the college
1	1.00- 1.80	Very low capability	No knowledge and skills to support the extension activities, projects and programs of the college

C. Perspective

Scale	Range	Description	
5	4.21 - 5.00	Very favorable	Exhibit utmost desire and interest to perform community extension service
4	3.41 - 4.20	Favorable	Exhibit desire and interest to perform community extension service
3	2.61 - 3.40	Moderately favorable	Exhibit fair desire and interest to perform community extension service
2	1.81 - 2.60	Unfavorable	Exhibit poor desire and interest to perform community extension service
1	1.00- 1.80	Very unfavorable	Exhibit no desire and interest to perform community extension service

III. RESULTS

Based on the obtained data, the following findings were revealed. Results of the study and their corresponding interpretations are presented in the succeeding discussions.

**A. Student Awareness**

The discussion below discloses the results of the study in relation to the awareness of the students regarding the community extension activities, projects and programs of the College of Arts and Sciences of Eastern Visayas State University, Main Campus.

Descriptive statistics was performed to describe the awareness of one hundred forty students on the community extension undertakings of the college. The results revealed (Table 1) that the grand mean for the awareness level was 3.23 which is described as “moderate”. All of the four student groups registered means indicative of “moderate” awareness. The Sophomores got the highest mean of 3.27. The Freshmen

ranked second with a mean of 3.25 while the Juniors ranked third with a mean of 3.23. The Seniors registered the lowest mean of 3.17. Student awareness by group is illustrated in a column chart in Figure 2.

The data also showed that the groups obtained low standard deviation and variance ranging from 0.47 to 0.65 and 0.22 to 0.43 respectively. The low standard deviation and variance obtained by the groups denotes less dispersion and variability in their responses. This suggests that there was a lot of agreement in the responses of the students in all groups. The Juniors had the lowest standard deviation and variance of 0.47 and 0.22 respectively. The Freshmen manifested the highest standard deviation and variance of 0.65 and 0.43 respectively.

Table 1. Summary Statistics

Groups	Mean	Description	Standard Deviation	Variance	Sum	Count
Freshmen	3.245714	Moderate	0.654551	0.428437	113.6	35
Sophomores	3.271429	Moderate	0.572184	0.327395	114.5	35
Juniors	3.228571	Moderate	0.471276	0.222101	113	35
Seniors	3.171429	Moderate	0.552838	0.30563	111	35
Grand Mean	3.229286	Moderate				

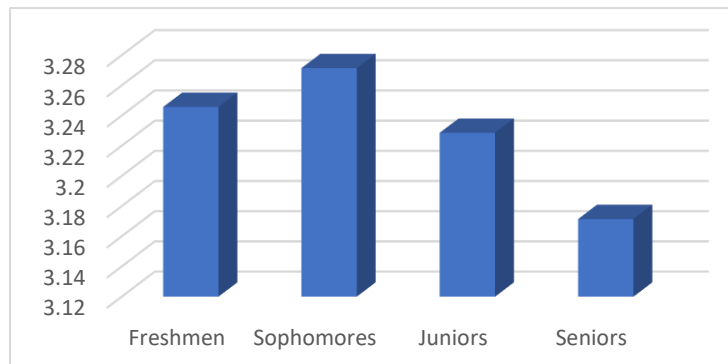


Figure 2. Awareness of Students by Group

**B. Student Capability**

The succeeding presentations show the results of the study on the capability of the students to support the faculty in relation to the five areas of engagement namely: promoting good governance, developing livelihood skills and income-generating activities, promoting gender and development, enhancing literacy/numeracy skills, and protecting the environment and natural resources.

*Promoting Good Governance*

The results revealed (Table 2) that the grand mean for the capability of students in promoting good governance was 3.45 which is described as “high”. All student groups obtained means indicative of “high” capability. The Sophomores got the

highest mean of 3.50 followed by the Juniors with a mean of 3.45. The Freshmen ranked third obtaining a mean of 3.42 while the Seniors positioned last with a mean of 3.41. Student capability in promoting good governance is illustrated in a column chart in Figure 3.

The data also showed that the groups obtained low standard deviation and variance ranging from 0.50 to 0.66 and 0.25 to 0.44 respectively. The low standard deviation and variance among the groups of students indicate less dispersion and variability in their responses. This shows that there was a lot of agreement in the responses of the students in all groups. The Freshmen had the lowest standard deviation and variance of 0.50 and 0.25 respectively. The Juniors manifested the highest standard deviation and variance of 0.66 and 0.44 respectively.

Table 2. Summary Statistics

Groups	Mean	Description	Standard Deviation	Variance	Sum	Count
Freshmen	3.417143	High	0.502632	0.252639	119.6	35
Sophomores	3.502857	High	0.574705	0.330286	122.6	35
Juniors	3.451429	High	0.663933	0.440807	120.8	35
Seniors	3.411429	High	0.569712	0.324571	119.4	35
Grand Mean	3.445714	High				

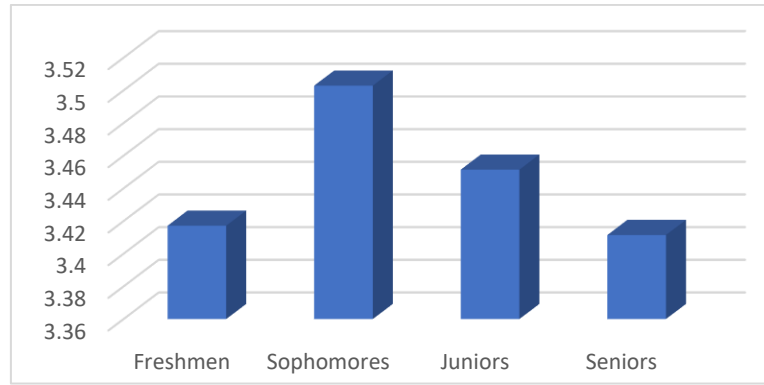


Figure 3. Capability of Students in Promoting Good Governance

**Developing Livelihood Skills and Income-Generating Activities**

The results revealed (Table 3) that the grand mean for the capability of students in developing livelihood skills and income-generating activities was 3.27 which is described as “moderate”. The Sophomores got the highest mean of 3.52 described as “high” capability. The Freshmen ranked second with a mean of 3.24 described as “moderate” while the Seniors got the third spot with a mean of 3.18 described as “moderate”. The Juniors ranked last with a mean of 3.14 described as “moderate” capability. Student capability in developing

livelihood skills and income-generating activities is illustrated in a column chart in Figure 4.

The data also showed that the groups obtained low standard deviation and variance ranging from 0.43 to 0.68 and 0.18 to 0.47 respectively. The low standard deviation and variance among the groups of students indicate less dispersion and variability in their responses. This illustrates a strong agreement in the responses of the students in all groups. The Seniors had the lowest standard deviation and variance of 0.43 and 0.18 respectively. The Freshmen manifested the highest standard deviation and variance of 0.68 and 0.47 respectively.

Table 3. Summary Statistics

Groups	Mean	Description	Standard Deviation	Variance	Sum	Count
Freshmen	3.24	Moderate	0.683933	0.467765	113.4	35
Sophomores	3.52	High	0.59646	0.355765	123.2	35
Juniors	3.148571	Moderate	0.644146	0.414924	110.2	35
Seniors	3.177143	Moderate	0.427775	0.182992	111.2	35
Grand Mean	3.271429	Moderate				

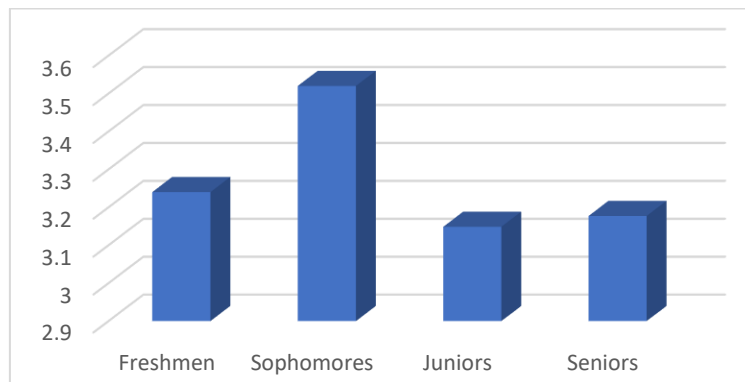


Figure 4. Capability of Students in Developing Livelihood Skills and Income-Generating Activities

**Promoting Gender and Development**

The results revealed (Table 4) that the grand mean for the capability of students in promoting gender and development was 3.52 which is described as “high”. The Sophomores got the highest mean of 3.66 described as “high” capability. The Freshmen obtained the second highest mean of 3.52 described as “high” while the Juniors got the third highest mean of 3.51 described also as “high”. The Seniors ranked last with a mean of 3.37 described as “moderate” capability. Student capability in promoting gender and development is illustrated in a column chart in Figure 5.

The data also showed that the groups obtained low standard deviation and variance ranging from 0.53 to 0.69 and 0.28 to 0.48 respectively. The low standard deviation and variance among the groups of students indicate less dispersion and variability in their responses. This suggests that there was a lot of agreement in the responses of the students in all groups. The minimum standard deviation and variance were 0.53 and 0.28, respectively, in the Sophomores. The Seniors manifested the highest standard deviation and variance of 0.69 and 0.48 respectively.

Table 4. Summary Statistics

Groups	Mean	Description	Standard Deviation	Variance	Sum	Count
Freshmen	3.52	High	0.606242	0.367529	123.2	35
Sophomores	3.662857	High	0.533074	0.284168	128.2	35
Juniors	3.514286	High	0.612201	0.37479	123	35
Seniors	3.371429	Moderate	0.691363	0.477983	118	35
Grand Mean	3.517143	High				

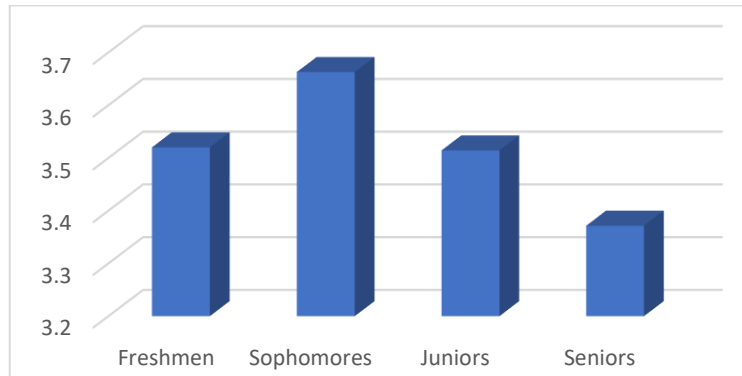


Figure 5. Capability of Students in Promoting Gender and Development

**Enhancing Literacy/Numeracy Skills**

The results revealed (Table 5) that the grand mean for the capability of students in enhancing literacy/numeracy skills was 3.41 which is described as “high”. The Sophomores got the highest mean of 3.47 described as “high” capability. The Seniors ranked second with a mean of 3.42 described as “high” while the Juniors obtained the third spot with a mean of 3.41 described as “high” capability. The Freshmen ranked last with a mean of 3.34 described as “moderate” capability. Student capability in enhancing literacy/numeracy skills is illustrated in a column chart in Figure 6.

The data also showed that the groups obtained low standard deviation and variance ranging from 0.60 to 0.65 and 0.37 to 0.42 respectively. The low standard deviation and variance among the groups of students indicate less dispersion and variability in their responses. This shows that there was a lot of agreement in the responses of the students in all groups. The Sophomores had the lowest standard deviation and variance of 0.61 and 0.37 respectively. The Juniors manifested the highest standard deviation and variance of 0.65 and 0.42 respectively.

Table 5. Summary Statistics

Groups	Mean	Description	Standard Deviation	Variance	Sum	Count
Freshmen	3.337143	Moderate	0.611212	0.37358	116.8	35
Sophomores	3.468571	High	0.605743	0.366924	121.4	35
Juniors	3.411429	High	0.648878	0.421042	119.4	35
Seniors	3.428571	High	0.634578	0.402689	120	35
Grand Mean	3.411429					

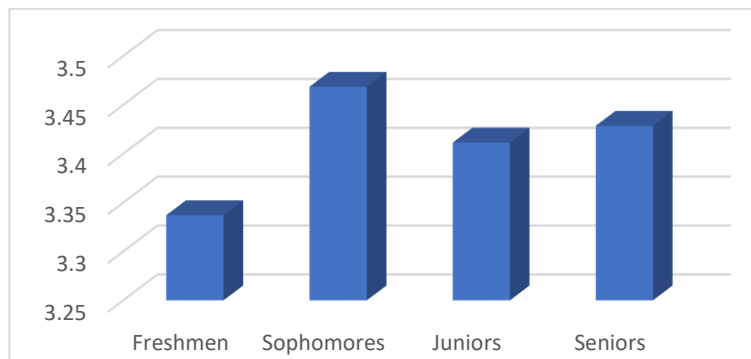


Figure 6. Capability of Students in Enhancing Literacy/Numeracy Skills

**Protecting the Environment and Natural Resources**

The results revealed (Table 6) that the grand mean for the capability of students in protecting the environment and natural resources was 3.41 which is described as “moderate”. The Freshmen obtained the highest mean of 3.37 described as

“moderate” capability. The Juniors got the second highest mean of 3.35 described as “moderate” while the Sophomores and the Seniors registered the lowest equal mean of 3.26 described also as “moderate” capability. Student capability in protecting the

environment and natural resources is illustrated in a column chart in Figure 7.

The data also showed that the groups obtained low standard deviation and variance ranging from 0.53 to 0.61 and 0.29 to 0.38. The low standard deviation and variance among the groups of students indicate less dispersion and variability in

their responses. This illustrates a strong agreement in the responses of the students in all groups. The Sophomores had the lowest standard deviation and variance of 0.53 and 0.29 respectively. The Freshmen manifested the highest standard deviation and variance of 0.61 and 0.38 respectively.

Table 6. Summary Statistics

Groups	Mean	Description	Standard Deviation	Variance	Sum	Count
Freshmen	3.365714	Moderate	0.612585	0.375261	117.8	35
Sophomores	3.257143	Moderate	0.534837	0.28605	114	35
Juniors	3.354286	Moderate	0.607958	0.369613	117.4	35
Seniors	3.257143	Moderate	0.571008	0.32605	114	35
Grand Mean	3.308571	Moderate				

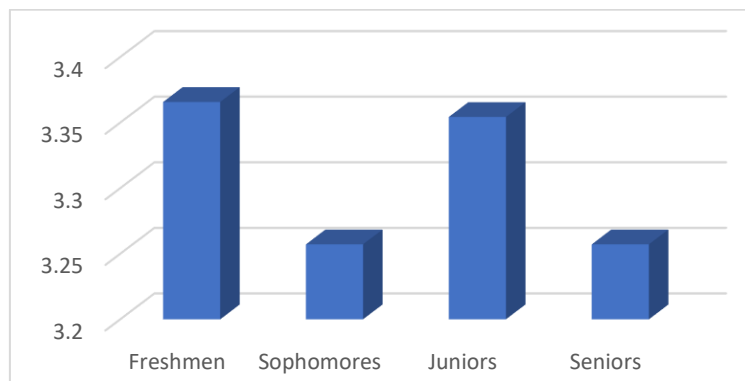


Figure 7. Capability of Students in Protecting the Environment and Natural Resources

Table 7. Summary Statistics

Groups	Promoting Good Governance	Developing Livelihood Skills and Income-Generating Activities	Promoting Gender and Development	Enhancing Literacy/Numeracy Skills	Protecting the Environment and Natural Resources	Clustered Mean	Description
Freshmen	3.417143	3.24	3.52	3.337143	3.365714	3.376	Moderate
Sophomores	3.502857	3.52	3.662857	3.468571	3.257143	3.482286	High
Juniors	3.451429	3.148571	3.514286	3.411429	3.354286	3.376	Moderate
Seniors	3.411429	3.177143	3.371429	3.428571	3.257143	3.329143	Moderate
Grand Mean						3.390857	Moderate

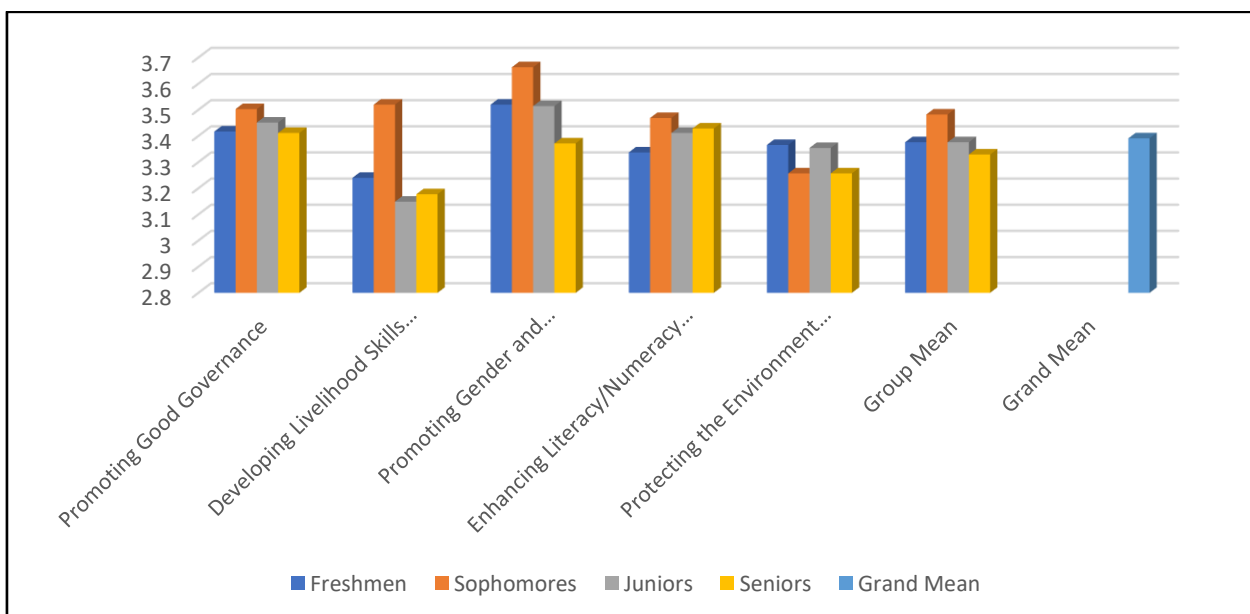


Figure 8. Overall Capability of Students

**Overall Capability of Students**

The results revealed (Table 7) that the grand mean for the capability of students was 3.39 which is described as “moderate”. The Sophomores got the highest mean of 3.48 which is described as “high”. The Juniors and Freshmen ranked second by obtaining an equal mean of 3.38 which is described as “moderate”. The Seniors registered the lowest mean of 3.33 which is described as “moderate”. The overall capability of students is illustrated in a column chart in Figure 8.

**C. Students’ Perspective on Community Extension Service**

The following information presents the results of a survey regarding student perceptions of community outreach services.

Descriptive statistics was performed to describe the perspective of one hundred forty students on community extension service. The results revealed (Table 8) that the grand

mean for the students’ perspective was 4.02 which is described as “favorable”. The Seniors got the highest mean of 4.21 described as “very favorable” while the Freshmen registered the lowest mean of 3.72 described as “favorable”. Student perspective by group is illustrated in a column chart in Figure 9.

The data also showed that the groups obtained low standard deviation and variance ranging from 0.39 to 0.48 and 0.16 to 0.23 respectively. The low standard deviation and variance among the groups of students indicate less dispersion and variability in their responses. This suggests that there was a lot of agreement in the responses of the students in all groups. The Seniors had the lowest standard deviation and variance of 0.39 and 0.16 respectively. Sophomores manifested the highest standard deviation and variance of 0.48 and 0.23 respectively.

Table 8. Summary Statistics

Groups	Mean	Description	Standard Deviation	Variance	Sum	Count
Freshmen	3.727143	Favorable	0.470035	0.220933	130.45	35
Sophomores	3.925714	Favorable	0.481629	0.231966	137.4	35
Juniors	4.198571	Favorable	0.423655	0.179483	146.95	35
Seniors	4.210286	Very Favorable	0.394741	0.155821	147.36	35
Grand Mean	4.015429	Favorable				

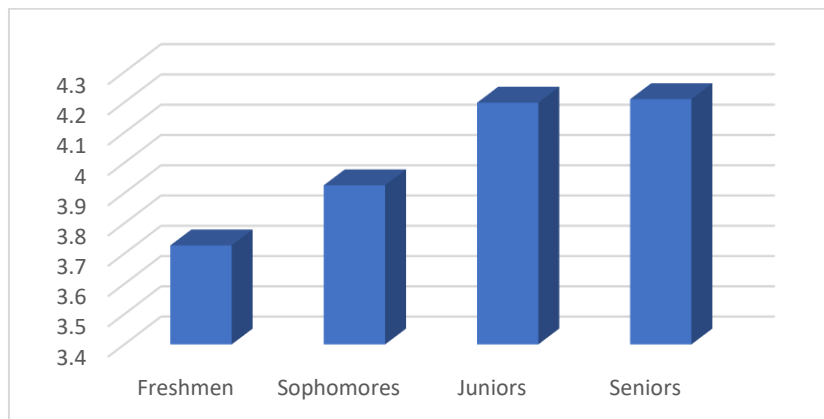


Figure 9. Perspective of Students by Group

Table 9. ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	0.188786	3	0.062929	0.196106	0.8989	2.671178
Within Groups	43.64114	136	0.320891			
Total	43.83	139				

α=.05

**D. Differences in Students’ Awareness**

The following information presents the results of a study on differences in student awareness of college community outreach activities.

One-way ANOVA was conducted to compare the level of student awareness on the community extension activities of the college. Comparisons were made between Freshman, Sophomore, Junior and Senior students. The result (Table 9) showed that there was no significant difference in the level of awareness among the groups of students at p>.05 level of significance F(3,136)=0.19, P=0.89.

**E. Differences in Students’ Capability**

The succeeding presentations show the results of the study on the differences in the capability of the students to support the extension agenda of the college.

**Differences in Students’ Capability in Promoting Good Governance**

One-way ANOVA was conducted to compare the level of student capability in relation to promoting good governance. Comparisons were made between Freshman, Sophomore, Junior and Senior students. The results (Table 10) showed that there was no significant difference in the capability among the groups of students at p>.05 level of significance F(3,136)=0.18, P=0.90.



**Differences in Students' Capability in Developing Livelihood Skills and Income-Generating Activities**

One-way ANOVA was conducted to compare the level of student capability in relation to developing livelihood skills and income-generating activities. Comparisons were made between Freshman, Sophomore, Junior and Senior students. The results (Table 11) showed that there was significant difference in the capability among the groups of students at  $p < .05$  level of significance  $F(3,136)=2.84, P=0.03$ .

Tukey HSD was performed as a post-hoc test to check the differences among the means of the four groups for significance. The results (Table 12) revealed that there was a significant difference between the Sophomores and the Juniors, ( $-D=0.371 > HSD=0.370$ ), ( $Q_s=3.69 > Q_a=3.68$ ), ( $P=0.04$ ). However, the data showed no significant difference in the capability among the following group pairs: Freshmen and Sophomores, ( $-D=0.28 < HSD=0.37$ ), ( $Q_s=2.78 < Q_a=3.68$ ), ( $P=0.20$ ); Freshmen and Juniors, ( $-D=0.09 < HSD=0.37$ ), ( $Q_s=0.91 < Q_a=3.68$ ), ( $P=0.91$ ); Freshmen and Seniors, ( $-D=0.06 < HSD=0.37$ ), ( $Q_s=0.62 < Q_a=3.68$ ), ( $P=0.97$ ); Sophomores and Seniors, ( $-D=0.34 < HSD=0.37$ ), ( $Q_s=3.40 < Q_a=3.68$ ), ( $P=0.08$ ); and, Junior and Seniors, ( $-$

$D < HSD=0.37$ ), ( $Q_s=0.28 < Q_a=3.68$ ), ( $P=0.99$ ). The mean differences between the group pairs were tested at  $p < .05$  level of significance.

**Differences in Students' Capability in Promoting Gender and Development**

One-way ANOVA was conducted to compare the level of student capability in relation to promoting gender and development. Comparisons were made between Freshman, Sophomore, Junior and Senior students. The results (Table 13) showed that there was no significant difference in the capability among the groups of students at  $p < .05$  level of significance  $F(3,136)=1.31, P=0.27$ .

**Differences in Students' Capability in Enhancing Literacy/Numeracy Skills**

One-way ANOVA was conducted to compare the level of student capability in relation to enhancing literacy/numeracy skills. Comparisons were made between Freshman, Sophomore, Junior and Senior students. The results (Table 14) showed that there was no significant difference in the capability among the groups of students at  $p < .05$  level of significance  $F(3,136)=0.27, P=0.84$ .

Table 10. ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	0.185143	3	0.061714	0.183087	0.90774	2.671178
Within Groups	45.84229	136	0.337076			
Total	46.02743	139				

$\alpha=.05$

Table 11. ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	3.036571	3	1.01219	2.848342	0.039885	2.671178
Within Groups	48.32914	136	0.355361			
Total	51.36571	139				

$\alpha=.05$

Table 12. Tukey HSD Pairwise Comparison

Group Pairs	Mean Difference	Q Statistic	P-value	Inference
Freshmen vs Sophomores	-0.28	2.78	0.20647	Insignificant
Freshmen vs Juniors	0.091429	0.91	0.91837	Insignificant
Freshmen vs Seniors	0.062857	0.62	0.97116	Insignificant
Sophomores vs Juniors	0.371429	3.69	0.04934	Significant
Sophomores vs Seniors	0.342857	3.40	0.08068	Insignificant
Juniors vs Seniors	-0.02857	0.28	0.99715	Insignificant

$HSD_{.05} = 0.3707$

$Q_{\alpha,05} = 3.6785$

Table 13. ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	1.486857	3	0.495619	1.317723	0.27123	2.671178
Within Groups	51.152	136	0.376118			
Total	52.63886	139				

$\alpha=.05$

Table 14. ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	0.317714	3	0.105905	0.270815	0.846356	2.671178
Within Groups	53.184	136	0.391059			
Total	53.50171	139				

$\alpha=.05$

**Differences in Students' Capability in Protecting the Environment and Natural Resources**

One-way ANOVA was conducted to compare the level of student capability in relation to protecting the environment and

natural resources. Comparisons were made between Freshman, Sophomore, Junior and Senior students. The results (Table 15) showed that there was no significant difference in the capability among the groups of students at  $p < .05$  level of significance  $F(3,136)=0.36, P=0.77$ .

*F. Differences in Students' Perspective on Community Extension Service*

The discussion below presents the results of the study on the differences in the perspective of students on community extension service.

One-way ANOVA was conducted to compare students' perspective on community extension service. Comparisons were made between Freshman, Sophomore, Junior and Senior students. The results (Table 16) showed that there was significant difference in the perspective among the groups of students at  $p < .05$  level of significance  $F(3,136)=9.63, P=0.00$ .

Tukey HSD was performed as a post-hoc test to check the differences among the means of the four groups for significance. The results (Table 17) revealed that there was a significant difference between the following group pairs: Freshmen and Juniors,  $(-D=0.47 > HSD=0.27), (Q_s=6.28 > Q_a=3.67), (P=0.00)$ ; Freshmen and Seniors,  $(-D=0.48 > HSD=0.27), (Q_s=6.44 > Q_a=3.67), (P=0.00)$ ; and, Sophomores and Seniors,  $(-D=0.28 > HSD=0.27), (Q_s=3.79 > Q_a=3.67), (P=0.00)$ .

However, the data showed no significant difference between the following group pairs: Freshmen and Sophomores,  $(-D=0.19 < HSD=0.28), (Q_s=2.65 < Q_a=3.68), (P=0.20)$ ; Sophomores and Juniors,  $(-D=0.27 < HSD=0.28), (Q_s=3.64 < Q_a=3.68), (P=0.54)$ ; Juniors and Seniors,  $(-D=0.01 < HSD=0.28), (Q_s=0.16 < Q_a=3.68), (P=1.00)$ . The mean differences between the group pairs were tested at  $p < .05$  level of significance.

Table 15. ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	0.372571	3	0.12419	0.36608	0.777596	2.671178
Within Groups	46.13714	136	0.339244			
Total	46.50971	139				

$\alpha = .05$

Table 16. ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	5.693377	3	1.897792	9.630985	8.28E-06	2.671178
Within Groups	26.7989	136	0.197051			
Total	32.49227	139				

$\alpha = .05$

Table 17. Tukey HSD Pairwise Comparison

Group Pairs	Mean Difference	Q Statistic	P-value	Inference
Freshmen vs Sophomores	-0.19857	2.65	0.24515	Insignificant
Freshmen vs Juniors	-0.47143	6.28	0.00011	Significant
Freshmen vs Seniors	-0.48314	6.44	0.00007	Significant
Sophomores vs Juniors	-0.27286	3.64	0.05386	Insignificant
Sophomores vs Seniors	-0.28457	3.79	0.04054	Significant
Juniors vs Seniors	-0.01171	0.16	0.99952	Insignificant

$HSD_{.05} = 0.2760$

$Q_{\alpha.05} = 3.6785$

IV. DISCUSSIONS

*Students' Awareness*

Based on the results of the study, the awareness of students on the community extension work of the College of Arts and Sciences is at a moderate level. This implies that the students have limited familiarity or understanding of the activities, projects or programs related to community extension implemented by the faculty of the college. This seems to be incongruous. As part of the academic family, students should be well-informed of the things that are happening in the university or college, specifically extension-related activities. It is a common understanding that extension is one of the primary functions of the faculty. In other words, it is a teacher-related work and not a student-related task. This is perhaps the reason why the college does not give much emphasis on informing or involving the students in the college's extension works. If there has been involvement of the students, we can conclude that it is

only to a limited extent or if not, participation is afforded only to selected students.

The knowledge and understanding of the students on the extension activities, projects or programs of the college has to be elevated in order to elicit their appreciation, support and involvement. The strong agreement in their responses indicates that the exhibited condition is common to the students in all groups. Therefore, activities and mechanisms intended to raise the awareness of the students must be in-depth and inclusive. It is interesting to note that among the four groups, the seniors exhibited the lowest level of awareness. This finding is somewhat surprising. Considering that they have the longest residency in the college, the seniors are expected to have higher awareness than the lower year students. However, we have to understand that some of the students involved in this study were enrolled in the college during the COVID-19 pandemic. This is particularly what happened to the seniors who unfortunately started their first year in college in the midst of the global health crisis. The declaration of COVID-19 pandemic on March 11,

2020 (WHO, 2020) resulted in the nation-wide temporary interruption of classes and other school activities in all levels. Later, when classes resumed, the traditional in person school activities shifted to virtual meetings. Compared to the other groups, the seniors had lesser physical exposure and interaction with the college faculty and personnel. It is also noteworthy to mention that not only the teaching-learning process was affected by the application of the new modality but also the conduct of other school activities. Specifically, the annual general orientation to incoming freshmen students was done online. This could probably explain why the seniors had less familiarity with the college extension undertakings. Nevertheless, the difference in awareness level among the four student groups does not show significant disparity. Therefore, it is fair to say that all the students are more or less the same in terms of their awareness status.

#### *Students' Capability*

The study shows that the overall condition of students in relation to their capability to support the college extension agenda is moderate. However, looking at the specific areas of engagement, students exhibited high capability in promoting good governance, promoting gender and development, and enhancing literacy/numeracy skills. This indicates that students have the skills and potentials that could support the faculty in their implementation of the college extension agenda. The college can take advantage of this opportunity to augment its manpower. The faculty and students could work together in the delivery of services to the partner communities. Particularly, the faculty and students could collaborate on areas of engagement where the latter exhibited high capability. Employing faculty-student collaboration in extension is not a new strategy. However, this idea is not completely explored in most of the academic communities which unfortunately include the College of Arts and Sciences of the Eastern Visayas State University. Engaging the students in community extension works would likely bring substantial benefits.

It is interesting to note that the lower year students exhibited advanced capability levels than the higher year students. The condition suggests that the skills and abilities of the students are not dependent on their year level or length of residency in the college. This has a significant implication in framing a collaboration between the faculty and students in community extension undertakings. This finding provides valuable input in crafting guidelines for student participation in extension activities. Thus, the opportunity to participate should not only be afforded to the higher year students. Considering that lower year students have the capability, the college should take advantage of their potential for a collaborative endeavor. The involvement of students should start as early as their first year. This would not only allow students particularly those with high capability to assist the faculty but more importantly to share their knowledge and skills in advancing the condition of the partner communities. The advantage of involving students in community extension cannot be discounted. It will benefit the school, the community and the students themselves. Involving the students will help elevate their awareness on the extension-related activities, projects and programs of the college.

Consequently, the experiences gained by the students will nurture and boost their sense of social responsibility. The University will not only be producing professionally and technologically proficient graduates. It will be an institution that truly develops human resources imbued with positive values.

On the other hand, the students showed moderate capability in establishing livelihood and income-generating activities and protecting the environment and natural resources. It indicates that the students lack knowledge or interest in business, economic and environmental issues. Although the condition is not too critical, the finding is fairly disturbing. Taking into account the high incidence of poverty and natural disasters that humanity is experiencing in recent times, economic and environmental challenges must be everybody's concern. In fact, environmental condition has a direct impact on economic development. Man needs to innovate to improve life conditions. The environment provides the resources for innovation. As it seems, development is impossible without a completely functioning natural environment (Ponferrada, 2024). Considering the significant implication of a robust ecological condition to the preservation of human life and improving economic well-being, the need to protect our environment is imperative. Along this, the college should provide mechanisms that could uplift the economic and environmental propensity of the students.

Generally, there was no substantial variation in the overall capability of students when compared between groups. However, it is interesting to note that a significant difference in the capability in developing livelihood skills and income-generating activities was found between the Sophomores and the Juniors. The Sophomores displayed high capability while the Juniors and other groups exhibited moderate capability when it comes to economic activities. Although there is no available data on the personal background of the respondents, it is perhaps reasonable to say that the Sophomores are business-oriented individuals or at least have exposure to business or economic ventures.

#### *Students' Perspective*

The findings show that students have a favorable perspective towards community extension service. This shows that students understand the value of volunteerism and community service. Having this outlook is an advantage in framing a faculty and student collaboration. The optimistic attitude displayed by the students could be used as potential motivation for them to actively engage in the execution of the college's extension blueprint intended for the advancement of the partner communities. Additionally, the strong agreement in their responses indicates that the students shared a common viewpoint about helping depressed, deprived and underprivileged communities. The college should take this opportunity to expand its resources and strengthen the implementation of its extension agenda.

However, the findings show a decline in students' perspective when presented from higher to lower year levels. The seniors manifested the highest level followed by the Juniors then by the Sophomores. The Freshmen exhibited the lowest

level of enthusiasm. It is also interesting to note that a significant difference in perspective was exhibited between certain groups of students. In particular, significant differences were found between the following group-pairs: freshmen and juniors; freshmen and senior students; and, sophomore and seniors. No significant differences were found between the following group-pairs: first year and second year students; third year and second year students; and, third year and fourth year students. The findings suggest that the perspective of the students is affected by their age or maturity level. In view of the age gap, it is logical to say that compared to their younger schoolfellows, the older students have more experiences in life and subsequently have broader outlook. This could explain why the higher year students have wider perspective on community extension compared to the lower year students. Therefore, this information must be given substantial consideration in forming a faculty-student collaboration. Although, it was established earlier that lower year students have the capability, the results show that they somehow lack enthusiasm. To maximize the advantage of students' potential, they must first develop interest and passion to serve the community. Hence, the college should provide means that will help specifically the lower year students elicit a more positive outlook towards community extension.

#### V. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, the following conclusions are noted.

1. The students of the College of Arts and Sciences of Eastern Visayas State University Main Campus lack awareness of the community extension undertakings of the college.
  2. The students have the knowledge and skills to support the faculty in the different areas of engagement relevant to extension. Specifically, they are highly capable in promoting good governance, promoting gender and development, and enhancing literacy/numeracy skills.
  3. The lower year students have advanced capability compared to the higher year students.
  4. The students possess a favorable perspective toward community extension service. They have interest and enthusiasm to help others in need.
  5. The higher year students have more favorable attitudes toward community extension service compared to the lower year students.
  6. There is no significant difference in the awareness of the college's extension activities among the students.
  7. There is no significant difference in the overall capability to support the extension agenda of the college among the students.
  8. However, in terms of the specific area of engagement, there is a significant difference in the capability to develop livelihood skills and income-generating activities among the students.
  9. There is a significant difference in the perspective toward community extension service among the students.
  10. Considering the capability and perspective of the students, establishing a faculty-student collaboration in community extension is feasible.
1. Students' participation in community extension works must be institutionalized. Therefore, clear and systematic guidelines and policies must be incorporated in the University/College Extension Manual and Student Handbook.
  2. Extension engagements and achievements of the college must be highlighted and widely disseminated. This is to expand the opportunity of the students to know about the extension activities, projects and programs of the college. In this regard, the college may create printed and online bulletin or publications that will be issued once every semester. Moreover, extension activities of the faculty must be presented during the students' orientation of every department. Awareness campaign could also be done in the classroom.
  3. Recognition, incentive and reward mechanisms must be provided for students involved in extension works. This may be done by organizing an annual program wherein extension participation and significant achievements of students will be given due acknowledgement.
  4. Equal and inclusive opportunities in extension-related activities such as; trainings, seminars, and actual participation must be afforded to all students. This may also be done by including extension involvement as part of the course requirements especially in environmental science courses and programs.
  5. The school must provide means to ensure the safety and protection of the students during the conduct of extension activities.
  6. Full documentation must be part and parcel of every activity related to extension. It is needed not only for official reporting but can be used as materials for information dissemination.

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