

Scoping Review of the Community Extension Programs of the Leyte Normal University

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ABSTRACT

This scoping review explored the alignment of community extension services conducted by the three colleges of the Leyte Normal University (LNU) with their respective curricular program offerings and the needs of adopted communities using the Arksey and O'Malley methodological framework. A systematic search was conducted on the existing extension program agenda, Memorandum of Understanding (MOU), Memorandum of Agreement (MOA), project proposals, narrative reports, accomplishment reports, and impact studies conducted to determine such alignment. From these documents, data were extracted to summarize, collate, and appraise the services rendered to these communities as a mechanism to generate a narrative account of the findings. Results showed a deliberate alignment between the colleges' curricular program offerings and the needs of their adopted communities. Generally, these activities are reflective of the university's research agenda.

Keywords: Alignment, Research Agenda, Research and Instruction, Scoping Review

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I. INTRODUCTION

Higher education institutions are mandated by law to perform four functions: instruction, research, production, and community service. Each function is assigned with corresponding percentage depending on the academic rank a faculty enjoys. Specifically, on community extension service, college teachers are expected to perform this function because universities are considered as agents of various issues affecting the society. Usually, these services are empirical driven as these have to be tied up with the other three functions (Gagnon *et al.*, 2015). Services to extend to communities are usually conducted in an adopted community by the university and are carried out not just by the faculty members but also by the students and other interested stakeholders (Tumapon, 2016).

Community Extension Program traces its legal grounding in the Higher Education Modernization Act of 1997, which mandates the Commission on Higher Education (CHED) to direct higher education institutions to engage in community service (Montalbo, 2016). According to Rubio (2016), a community extension service is a form of assistance given to communities by people with diverse expertise in the

fields. In essence, it becomes a form of kindness as such expertise is shared without conditions but to assist the depressed, deprived, and underserved members of the adopted communities by an HEI. Typical services include leadership skills, livelihood skills, literacy and numeracy skills, language enhancement, sports, and environmental awareness.

The Community Extension Services (CES) Office spearheads the community extension programs of the Leyte Normal University (LNU). Being such, it is in charge of coordinating, monitoring, and evaluating identified and recognized programs of the University. Presently, the LNU extension programs are anchored on the eight-point agenda called KAHAYAG, a Waray-Waray nomenclature that metaphorically stands for people empowerment. The agenda includes: physical fitness and sports development, information, communication, and education, literacy, numeracy, and language enhancement, cultural development, livelihood, technical, business management, environmental preservation and disaster preparedness,

management and leadership development; and special Institutes and Teacher Training Programs.

All extension-related programs of the University's three colleges, Education, Arts and Sciences, and Management and Entrepreneurship, are anchored on any agenda above. These programs went through deliberate planning and coordination among members of the faculty of the Unit. The faculty takes the active role as experts, consultants, organizers, facilitators, coordinators, service providers, and transformative agents while the students implement the programs and projects. The administration provides the budget and other resources with the assistance of the school personnel.

While several impact studies have been carried out on various community extension services of different universities in the country, none was actually pivot to determining the alignment of community extension services conducted by the three colleges of the Leyte Normal University (LNU) with their respective curricular program offerings and the needs of adopted communities. Notwithstanding of a need to ascertain the alignment of these four functions, this study then intends to explore the community programs of LNU and assess their alignment to the other three functions.

Several studies have been conducted regarding the impact of community extension programs of various higher education institutions, both state-run and private. Nunes, Franca, and De Paiva (2017), for example, averred that sharing of school-based education of experiences and activities based on scientific research projects is a great potential tool for integrating teaching and research that would likely result in a synergistic, dynamic, interactive, and transformative action for teaching. Tacbas, De Vera, and Romo (2010), on the other hand, reported that the University of Northern Philippines (UNP)'s extension programs in the different adopted schools and communities in Ilocos Sur had significantly improved the beneficiaries' self-esteem, health and nutrition, and environmental awareness. However, the skills training failed to give them job employment as these did not lead them to employment. Therefore, revisiting the existing extension programs was recommended.

Meanwhile, Contaoi (2003) reported that the beneficiaries of the skills training extension program by the University of Northern Philippines (UNP) had increased their chance of employment because they are all functional and productive. Additionally, Buemio (2006) claimed that the community extension of Saint Paul College of Ilocos Sur yielded tangible results, including augmented economic, socio-cultural, and personal aspects among the beneficiaries of the programs. Also, Pre *et al.* (2016) averred that among the impact of the community extension programs of the Pamantasan ng Cabuyao (PnC) on its adopted communities include those related to community development, entrepreneurship, and augmented livelihood income. Finally, Bantillo (2015) reported that a community extension service conducted by a group of junior college students enrolled in a group of Catholic schools in Davao

Association of Catholic Schools (DACS) had improved the beneficiaries' Christian moral values and prosocial behavior.

II. METHODS

This study makes use of the scoping review using the Arksey and O'Malley methodological framework. Studies of this kind generally intends to map rapidly the key concepts underpinning a research area and the main sources and types of evidence available. This can actually be undertaken as stand-alone projects in their own right, especially where an area is complex or has not been reviewed comprehensively before' (Mays *et al.*, 2001, p.194; cited in Pawson, 2002). In this study, the various documents including the existing extension program agenda, Memorandum of Understanding (MOU), Memorandum of Agreement (MOA), project proposals, narrative reports, accomplishment reports, and impact studies conducted to determine such alignment served as the bases for the conduct of the community extension programs of the Leyte Normal University were examined to determine the extent, range and nature of extension activities being undertaken by the three colleges. The end result was a description of these programs which invariably useful to visualize the range of existing materials.

III. RESULTS

There are a number of programs for the community extension services of the College of Education of LNU. These programs have either been completed or ongoing. The programs' focus includes physical fitness and sports development, literacy, literacy, and language enhancement. These programs have been implemented or are being implemented by the faculty and students of the different curricular program offerings in the College, such as the Bachelor in Secondary Education and its different majors and the various programs of the Bachelor of Elementary Education such as the Special Education. Among these many programs include the following: Basketball and Volleyball Officiating Coaching Clinic, Kalinga sa Batang Espesyal with the theme No To Discrimination, Yes to Intervention, Functional Literacy Program with Pintados Children, Innovative Approaches for Teaching Science and Mathematics, Developing Effective Teachers: A Seminar Workshop for San Miguelay, Sta. Fe, Leyte, Project Intervention Towards Affective Development, Pagtutdo Mo, Kabubuwasun Ko! (Libreng Tutorial), Pag-aram Ko, Kabubuwasun Ko! Pupils Alternative for Basic ACADEMICS Achievement Skills, Skills Training in Livelihood Entrepreneurship (Dressmaking and Cosmetology), Technical Skills Expertise Training in Food Processing and Entrepreneurship in the Municipality of San Isidro, Leyte, Market Acceptability Testing in Formulated

Canned Halang-Halang, and Tacloban Mangrove Rehabilitation Program.

Meanwhile, the various programs for the community extension services of the College of Arts and Sciences of LNU. These programs have either been completed or ongoing. Among the programs' focus include information, communication and education, environmental conservation, and disaster preparedness. Just like the college of education, these programs are also implemented by faculty and students of various curricular program offerings, such as the Bachelor of Arts in Political Science. Among these programs include: Advocacy Campaign on Anti-Gender Based Violence, Advocacy Campaign on RA 9262 OR Anti -Violence Against Women and Children, Beautification of Community Daycare Centers, Basic Education for Sanitation and Hygiene, Computer Literacy and Enhancement Program, Establishment of Community Mini-Library, Tacloban Mangrove Rehabilitation, Bangon Mangonbangon, Developing Effective Local Government Officials: A Seminar Workshop for Barangay Officials of Brgy. San Miguelay, Sta. Fe, Leyte, and Webinar Series on Language and Literature Teaching in the New Normal.

Finally, the various programs for the community extension services of the College of Management and Entrepreneurship of LNU. These programs have either been completed or ongoing. The programs' focus includes livelihood, technical, business management, and management and leadership development. The implementation of these programs is also spearheaded by both the faculty and students of various curricular program offerings by the college, such as the Bachelor of Science in Tourism in Hotel and Restaurant Management. The

College's extension programs services include: E-skills Pedagogical and Skills Enhancement for Teacher of Bato National High School, Documenting the Life and Culture of the Indigenous People of the Philippines: A Case of the Mamanua Tribe of Basey, Samar, and the Community-Based Eco-Tourism Development.

IV. DISCUSSIONS

HEIs have a significant role in aligning the core functions in teaching-learning, research, and extension. The current study was able to prove the alignment between the colleges' curricular program offerings and the needs of their adopted communities which are reflected in the university's research agenda. According to Uma (2009), higher learning aims to produce professionals, future leaders, decision-makers, and responsible citizens wherein the education system is expert in different fields.

Field experts can then work together towards a multidisciplinary approach to curriculum planning, teaching, and providing learning experiences to develop knowledge, skills, attitudes, and values. As such, faculty are expected to incorporate research and extension components into their teaching and make an innovative method in education. As far as research function is concerned, faculty and staff can find solutions to the issues and problems encountered through research activity. On the other hand, an extension can be implemented based on the research endeavor of faculty and students to the identified beneficiary.

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