CORPORATE SOCIAL RESPONSIBILITY INITIATIVES TOWARDS SUSTAINABILITY: A HUSSERLIAN PHENOMENOLOGY

**A Dissertation Presented to the Faculty of the
Graduate School of Business Administration
University of the Visayas,
Cebu City**

**In Partial Fulfillment of the Requirements
for the degree Doctor of Management
Major in Human Resource Management
(DM-HRM)**

MA. ABIGAIL T. CALIZO – NOLASCO
December 2019

APPROVAL SHEET

This dissertation with the title, **CORPORATE SOCIAL RESPONSIBILITY INITIATIVES TOWARDS SUSTAINABILITY: A HUSSERLIAN PHENOMENOLOGY** prepared and submitted by **MA. ABIGAIL T. CALIZO- NOLASCO** in partial fulfillment of the requirements for the degree **DOCTOR OF MANAGEMENT** major in Human Resource Management, has been examined and is recommended for acceptance and approval for **ORAL EXAMINATION.**

THE DISSERTATION COMMITTEE

ALBIM Y. CABATINGAN, DBA, Ph.D.
Professor, Graduate School
University of the Visayas
Chairman

MARIA FE P. IMBONG, Ph.D.
Professor, Graduate School
University of the Visayas
Adviser

ZOSIMA A. PAÑARES, Ph.D.	**NENITA B. NAGARIT, Ph.D.**
Professor, Graduate School	Philippine Association of
University of the Visayas	Colleges and UniversitieS
Member	Commission on Accreditation
	Member

ATTY. EDUARDO R. CARATAO, DM
Professor, Graduate School
University of the Visayas
Member

PANEL OF ORAL EXAMINERS

Approved by the Committee on Oral Examination with the grade of _____.
(December 2019)

THE DISSERTATION COMMITTEE

ALBIM Y. CABATINGAN, DBA, Ph.D.
Professor, Graduate School
University of the Visayas
Chairman

ZOSIMA A. PAÑARES, Ph.D.	**NENITA B. NAGARIT, Ph.D.**
Professor, Graduate School	Philippine Association
of University of the Visayas	Colleges and Universities
. Member	Commission on Accreditation
	Member

ATTY. EDUARDO R. CARATAO, DM
Professor, Graduate School
University of the Visayas
Member

Accepted and approved in partial fulfillment of the requirements for

the degree **DOCTOR OF MANAGEMENT** major in **HUMAN**

RESOURCE MANAGEMENT.

Comprehensive Examination: Passed
Oral Examination:
Book Submission:

ROSEMARIE C. ESPAÑOL, CPA, DM
Dean, Graduate School of Business
University of the Visayas

ABSTRACT

The aim of this phenomenological study was to explore the lived experiences of community extension coordinators and directors of public and private higher education institutions in Aklan. The study followed the theory, concepts, and methods of the phenomenological research model that allowed participants to provide a personal perspective and reflection on their experiences. The participants were interviewed and the researcher used journaling to gather data. The data were then transcribed, analyzed, coded, and broken down into themes that emerged throughout the research process. These themes, which create the phenomenon that describes the lived experiences of the coordinators formed the basis of the findings of the study. The five (5) major themes identified were: crafting CSR initiatives vis-à-vis the vision and mission; collaborating with stakeholders; responding to challenges; giving back to the community; and sustaining the CSR. The sub-themes include: conducting needs assessment; collaborating with GOs and NGOs; requiring participation of faculty, staff, and students; needing funding or financial support; embracing CHED mandate and accreditation; exemplifying commitment; taking care of the environment; evaluating and monitoring; and gaining benefits for HEI, faculty, and students. These lived experiences imply that the coordinators and directors have a challenging but significant job. Their roles are transformed into significant aspects or a criteria in developing a strategic plan in order to achieve sustainability. Furthermore, a model is developed to illustrate how HEIs, through the community extension coordinators and directors, could achieve sustainability of its CSR initiatives or community extension programs.

Keywords: Community extension programs, corporate social responsibility, higher education institution, sustainability

DEDICATION

To my brother, *Jose Alj*

ACKNOWLEDGMENT

My sincerest gratitude goes to the following persons who have been with me in this exciting and challenging journey:

To my husband**, Seigfred,** for his unending love and support since day one; to **Nanay and Tatay**, for their unconditional love and my inspiration in pursuing my dreams; my P**arents-in-law**, for their constant care and guidance; **Auntie Cel**, for her great insights, generousity and expertise; to my adviser, **Dr Maria Fe Imbong,** for her competence, patience and guidance; to **Miss Camela,** for her time, understanding and patience in attending to my needs; to my **ACC Business Education colleagues** and **students** and **UV classmates** for their support and push; and above all to our **Almighty God**, for everything. **HE** has given me the strength and courage to pursue this challenge and with **HIM**, nothing is impossible.

TABLE OF CONTENTS

LIST OF FIGURE

Chapter I

THE PROBLEM

As the foundation of education and the development of human sustainability, higher education institutions or HEIs are generally tasked with the holistic preparation of the students for life. In the Philippines, the Commission on Higher Education (CHED) has established policies and standards to enhance quality assurance in higher education. CHED mandates that HEIs perform the trifocal function of instruction, research, and extension.

Background of the Study

Corporate Social Responsibility or CSR is one of the aspects covered by the human resource management function (Armstrong & Taylor, 2014) and it mainly addresses the organization's obligation to the triple bottom line of people, planet, and profit or the economic, social and environmental aspects as coined by Elkington (cited in Kondakci, Gokmenoglu, Eret, & Aschenberger, 2014). In organizations today, HR professionals have a significant role in leading their organizations to become more socially responsible and sustainable. Along with the basic goals of human resource management, most organizations now consider the importance of sustainability and in conjunction with management, the creation and

implementation of an effective CSR and sustainability strategy (Ogbechie, Amaeshi, Ikiebey, Fawehinmi, & Adeleye, 2016).

CSR initiatives have contributed several benefits to business organizations. Bhattacharya and Sen (cited in Othman, 2014) stated that companies that engage in CSR initiatives receive a favorable attitude from consumers. Another study conducted by Vlastelica Bakić, Cicvaric Kostic, & Neskovic, (2015) stated that the success and sustainability of an organization as a whole are attributed to its CSR initiatives. The paper of Asemah, Okpanachi & Edegoh (2013) enumerated the business advantages of corporate social responsibility practices. These, among others include enhanced brand and reputation, reduction in operation costs, attracting new customers, balances power with responsibility, discourages government regulation, improves a company's public image, promotes long run profit, improved relations with the investment community and better access to capital, enhanced employee relations, productivity and innovation and stronger relations within communities through stakeholder engagement.

Various studies have also been conducted on the benefits of CSR initiatives to HEIs. CSR is referred to as community extension or community service in private higher education institutions (Muya & Luansing, 2016). The findings of the study conducted by Asemah et. al. (2013) showed that universities ought to be socially responsible to their stakeholders and that CSR initiatives help organizations, including

universities to improve on their image. In the study of Othman (2014), CSR initiatives should be made part of the HEIs' triple bottom lines – economic, environment and social responsibilities while in the study of Chen, Nasongkha, & Donaldson, (2015), the researcher recommended that HEIs need to include CSR initiatives in the institutions' strategic planning process.

As one of the academic heads of a higher education institution in the province of Aklan, the researcher has observed that among the core functions of HEIs, community extension or community service is least emphasized. The researcher has noted that the primary concern of the community extension office coordinators are the availability of time and lack of participation of the faculty members, students and other stakeholders. The stakeholders do not have a common understanding of the real concept of extension. Community extension programs have been viewed in different ways. Nevertheless, the researcher has observed the tenacity of the community extension coordinator in involving the students and especially the academic and non-academic employees with the activities and programs of the community extension office. With these foregoing reasons, the researcher aims to explore the lived experiences of the community extension directors of selected public and private HEIs on corporate social responsibility.

Hence, this study is conducted.

Atheoretical Stance

In this exploratory study, the researcher declares the suspension of priori assumptions. It is not based upon theories and the researcher fully understands that whatever the result of the study, it is based on the data gathered and a product of the researcher's analysis.

Creswell (2014) further emphasized that in qualitative research, the researcher gains meaning on the information based on the participants' responses and there is not much data that has been written about the topic or studies conducted involving the population.

To achieve a meaningful and effective study, the researcher will adapt the Husserlian philosophy of bracketing. Bracketing is considered unique to the phenomenological approach (Chan, Fung, & Chien, 2013). As stated in the study of Tufford & Newman (2012), bracketing is defined as a method whereby the researcher has to put aside his or her knowledge, opinions, ideas and thoughts on the subject of the study so as not to influence data collection as well as data analysis. As emphasized by Starks & Trinidad, 2007 (cited in Tufford & Newman, 2012), the sole instrument in coming up with analysis all throughout the stages of qualitative research is the researcher. Bracketing gives the data collected the validity required for the qualitative research and enables the researcher to really get a depth understanding of the subjects of the study (Chan et.al, 2013). Moreover, the study of Tufford & Newman (2012) explored the various methods of

bracketing which include writing memos, engaging in interviews with an outside source and reflexive journal. Hence, the researcher has to mentally prepare herself that she has to get away from her existing knowledge in order not to destroy the essence of a qualitative research.

Philosophical Assumptions

As discussed by Creswell 2003 (cited in Taghipour 2014) a qualitative research has several philosophical assumptions. In this study which aims to explore corporate social responsibility activities of selected private and public higher education institutions, the researcher holds the nature of reality (ontology) stance. According to Guba & Lincoln (1994), the nature of reality refers to the study of being or assumptions established about reality and it may be derived either from external factors or from the individual's consciousness. The researcher also considers the epistemology assumptions in this study. Blaikie 1993 (cited in Chaffers-Jones, 2006) explains that the epistemology perspective deals with how knowledge of reality may be gained. As an instructor handling subjects in human resource management and corporate social responsibility, the researcher carefully considered her views of the nature of knowledge so as not to influence the methodology and methods used in the study.

Domains of Inquiry

The study explored the lived experiences of the CSR initiatives coordinators or extension services directors of selected public and private HEIs in Aklan for the Academic Year 2018-2019.

This study also aimed to design a model of CSR initiatives or community extension programs based on the findings of the study.

Specifically, it answered the following questions:

1. What are the lived experiences of the participants on their CSR initiatives or community extension programs?

2. What is the meaning of the lived experiences to the participants?

3. What model of CSR initiatives or community extension programs may be designed based on the findings of the study?

Significance of the Study

The researcher believes that the results of the study will be significantly important to the following groups of people for each respective reason:

Community Extension Office of HEI. The community extension office of each HEI is greatly benefited by the results of this study since the office is primarily involved in the formulation, implementation and evaluation of the CSR initiatives or community extension programs of HEIs. The results of the study will help the CSR initiatives coordinator and

extension services director fully understand their roles. Moreover, the results will sharpen the framework as well as the strategic plans of the community extension office of each HEI.

Stakeholders. The stakeholders, specifically the students, parents and industry partners, will gain valuable insights on the different CSR initiatives or community extension programs of HEIs and they will be aware of its contribution to the organization, the society, and the environment.

Beneficiaries of CSR. The results of the study will inform them of the value of CSR initiatives or community extension programs, educate them on their roles and privileges as beneficiaries as well as it will strengthen their ties with the HEIs.

Human Resource Managers and Practitioners. The results of the study can serve as a basis in the implementation and evaluation of CSR policies. They can also recognize that CSR initiatives or community extension programs are effective tools in sustaining skilled and equipped employees and enhancing their organizational performance.

Top Management. As policy makers of HEIs, they can use the results of the study as a guide in making decisions and in formulating appropriate human resource policies focused on CSR initiatives or community extension programs to achieve the institution's goals and objectives.

Researcher. As head of the Business Administration program, the researcher will acquire further knowledge on CSR both in the context of business practice and strategy and in the context of the functions of HEIs.

Future Researchers. They will also be benefited because the results of the study, research methodology, findings, conclusions and recommendations can be used as their bases when conducting similar or related studies in the future.

Definition of Terms

For better understanding, the following terms used in the study are given meaning and specific definition:

Corporate Social Responsibility Initiatives or community extension programs are activities or programs of the organization for the benefit of their stakeholders, the society and the environment. In this study corporate social responsibility initiatives include the existing CSR initiatives or community extension programs of selected public and private HEIs in Aklan such as charitable programs and projects; youth and sports development; cultural or educational promotion; environmental sustainability; social welfare and health development.

CSR Initiatives Coordinator or Extension Services Director refer to a person who is designated/appointed to perform functions and responsibilities of the community extension office of the HEI (CESA Manual).

Higher Education Institution under CMO 40 s. 2008 refers to an educational institution, private or public, undertaking operations of higher education program/s with an organized group of students pursuing defined studies in higher education, receiving instructions from teachers, usually located in a building or group of buildings in a particular site specifically intended for educational purposes.

Local College or University under CMO 40 s. 2008 refers to a public higher education institution established by the Local Government Units (LGUs) through an enabling ordinance and financially supported by the concerned local government unit.

Chapter II

METHODOLOGY

This chapter discusses the research methodology, which includes the research design, research setting, sampling, data collection procedures, and data analysis procedures. Discussions on trustworthiness, reflexivity, and ethical considerations of the study are likewise presented in this chapter.

Research Design

This study utilized a qualitative descriptive phenomenological research design since it aimed to explore the lived experiences of CSR initiatives coordinators or extension services directors of selected public and private HEIs in Aklan. A qualitative research process involves an inquiry on social or human problems, employment of different forms of data collection from the participants and the use of an inductive data analysis to understand, explain and interpret the data (Creswell, 2014). Among the various phenomenological approach, the researcher utilized the descriptive phenomenology of Husserl which emphasizes on the uncovering of meanings embedded in common life practices.

The researcher prepared an interview guide and self-made questionnaires for the participants to gather relevant information needed in the study. The researcher conducted the interview herself by going to the selected public and private HEIs.

As the key instrument in data collection, the researcher also examined private documents or reports of HEIs which are necessary for the study as well as observed and recorded the behavior of the participants. After collecting all the information gathered from interviews, observations, and documents, the researcher reviewed the data. The researcher noted the perspectives, meanings, and subjective views of the participants on CSR initiatives or community extension programs.

In data analysis, the researcher utilized the inductive method of analysis. Here, the researcher developed patterns, categories and themes. The set of themes established were given an interpretation by the researcher.

Research Setting

The six (6) HEIs involved in the study consist of three (3) public and three (3) private HEIs. These HEIs are located in the municipalities of Banga, Kalibo, Libacao, and New Washington in the province of Aklan.

Below are the descriptions of each of the HEI.

Northwestern Visayan Colleges (NVC) or Private HEI A

The Northwestern Visayan Colleges (NVC) is a non-sectarian institution of higher learning which was founded on April 7, 1948. In 2017, the Bachelor of Elementary Education (BEED), Bachelor of Secondary Education (BSED), and Criminology programs were awarded Level 1 Accredited Status by the Philippine Association of Colleges and Universities

Commission   on   Accreditation   (PACUCOA)
(http://www.nvc.edu.ph/history/).

The Community Outreach and Extension Services is one of the functions of the Community Relations Office. The office is located at the second floor of NVC Heritage House, Pastrana Street cor. 19 Martyrs Street, Kalibo, Aklan. It is headed by the Community Relations Officer who works under the supervision of the VP for Administration. It is an avenue which the vision and mission of the institution are being shared and delivered to the wider community. It has established partnerships with non-government organizations, local government units, local government agencies, regional government agencies, as well as linkages with national and international organizations. The adopted communities of NVC are Barangay Pook, Kalibo, Barangay New Buswang, Kalibo and the Bakhawan Eco-Park (http://www.nvc.edu.ph/research-extension/).

Saint Gabriel College (SGC) or Private HEI B

Saint Gabriel College (SGC) is a private higher education institution located at Old Buswang, Kalibo, Aklan. The College was established in 1970 and the pioneer school to offer BS in Nursing in Aklan. Other programs offered are BS in Radiologic Technology, Medical Technology, Pharmacy, Biology and Accountancy.   The school's goals and objectives focus on the five areas of education, research, service, community engagement and school's identity.   The base hospital of SGC is the Saint

Gabriel Medical Center located at Archbishop Gabriel M. Reyes Street Corner G. Pastrana Street, Kalibo, Aklan. The said medical center is the only accredited level II tertiary hospital in Aklan (https://www.facebook.com/St.GabCollege/).

The community extension services and outreach programs of SGC is undertaken by the office of the community extension and spearheaded by a Chairman. The said Chairman is also the head of the School of Technical Vocational Education of SGC. Thus, the place is shared by these two offices. The STVE offers the following TESDA programs: bundled programs in Health & Wellness Services, Health & Emergency Medical Responses and Health & Dispensing Services. Also the school is an accredited assessment center in Emergency Medical Services NC II, Health Care Services NC II, Barangay Health Services NC III and Massage Therapy NC II (https://www.facebook.com/St.GabCollege/).

Aklan Catholic College (ACC) or Private HEI C

Aklan College now Aklan Catholic College is a private higher education institution and a diocesan school in Kalibo which was established in 1945. Based on the history, the outbreak of the war stalled its foundation where some prominent men and educators in Aklan adhered and joined efforts to organize the said educational institution and to offer courses in college level. The College offers Basic Education, various undergraduate programs of different departments such as Business Education, Teacher

Education, Criminology, Nursing and Post Graduate Studies as well as Law. The BSBA, BSED and BEED programs are Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) accredited Level II and the BSHM program is PAASCU accredited Level I (https://www.acc.edu.ph/).

The College was converted into a non-stock corporation in 2016. Headed by a Rector-President, the ACC envisions to be a vibrant educational institution committed to empowering stakeholders as globally competent and authentic Christians. ACC commits to the value of FACES: Faith, Accountability, Competence, Excellence and Service (https://www.acc.edu.ph/).

The College has two campuses. The main campus is located just beside the Kalibo Cathedral while the other campus, called the Annex Campus, is located at Barangay Andagao, Kalibo, Aklan. The office of the Community Extension Service and Advocacy (CESA) is at the Annex Campus. The CESA office is composed of the Coordinator, Secretary, Community Organizer, and Departmental Community Extension Service Coordinators. The CESA coordinator is under the direct supervision of the Rector-President. The CESA strives to cultivate campus community activities where students manifest Christian leadership. Its purpose is to support the College Mission by providing services and programs; encourage students learning in and out of classrooms and developing community

through active participation of the people involved. The adopted communities/partner communities of ACC are Aetas Community in Barangay Bulwang, Numancia, Aklan, Barangay San Isidro, Banga, Aklan, Barangay Badio/Dongon, Numancia, Aklan and Barangay Castillo, Makato, Aklan (CESA Manual 2015).

Libacao College of Science and Technology (LCST) or Public HEI D

Libacao College of Science and Technology (LCST) is a local college owned, operated and maintained by the local government unit (LGU) of Libacao, Aklan. The College was created by virtue of Ordinance No. 19 Series of 2003 dated September 2003 and approved and recognized as Local College in Region VI by the Commission on Higher Education (CHED). LCST offers Bachelor of Science in Industrial Technology (BSIT) with concentrations on Food Service Management (FSM), Garments Fashion and Design (GFD) and Automotive and Bachelor of Science in Hotel Management.

The mission of LCST is to transform and produce men and women of Libacao empowered with appropriate scientific knowledge and competitive skills with high sense of moral values that would enable them to lead quality, progressive life under a just, democratic, peaceful and God loving society. It also aims to provide excellent technological and scientific programs enhancing peoples power, hidden talents, and capabilities towards

leadership abilities for industrialized economically stable municipality of Libacao.

The school is headed by the President who is also the municipal mayor of Libacao. Libacao, is a third class, landlocked municipality situated northeast of Panay Island. The community extension services is headed by the College Consultant.

Aklan State University (ASU)

Aklan State University (ASU) was created by virtue of Republic Act 9055 on April 4, 2001 signed by former President Gloria Macapagal-Arroyo. ASU is composed of five (5) campuses which are strategically located in the different parts of Aklan. These are located in the municipalities of Banga, Kalibo, Ibajay, Makato, and New Washington. Each campus contributes to the attainment of the vision, mission, goals and objectives of the university.

Aklan State University (ASU) - Banga Campus or Public HEI F

The main campus in Banga consists of five granting units, namely: the College of Agriculture, Forestry and Environmental Sciences (CAFES), School of Arts and Sciences (SAS), School of Veterinary Medicine (SVM), College of Teacher Education (CTE) and School of Management Sciences (SMS)

The university is recognized not only as a portal of learning, but also as an active leader in research and extension. Its faculty researchers have

made significant contributions in various fields, particularly in agriculture. Similarly, its extension projects have greatly benefited its adopted communities in Aklan and neighboring provinces. The Extension and Community Services (ECS) is headed by a Director and two office staff. Based on a 2018 ECS official publication, as of 2016 the ECS had forged active partnerships with 23 LGUs and NGOs, 11 Barangays, and more than 23 national government agencies as well as a number of international partnerships and linkages. The ECS has extended technical advisory services, coached and mentored clients, established demonstration farms, showcased products in exhibits, and conducted technology demonstrations.

True to its four functions: instruction, research, extension and production – the university never ceases to work towards achieving its vision of becoming an Academic Pilar of Excellence (APEx) for sustainable development (https://www.asu.edu.ph/).

Aklan State University (ASU) - New Washington Campus or Public HEI E

The campus in New Washington is home to the College of Fisheries and Marine Sciences. It is formerly known as the School of Fisheries and Marine Sciences, and occupies 13 hectares of land. ASU New Washington campus offers the following courses: BS in Fisheries major in Fish Processing, Fishery Business Management, Food Technology, Inland

Fisheries Coastal Resource Management and Marine Fisheries (newwashington.asu.edu.ph).

The activities of the Extension and Community Services include livelihood programs and technical services on Fisheries. Based on the ECS Accomplishment Report for 2018, the following activities were conducted: Sanggunian Kabataan Mandatory Training, skills training on Bottled Smoked Oyster and Shrimp Kroepeck Making, skills training on Shrimp Kroepeck Making, skills training on Fishery Product Development, Packaging, and Marketing: Towards Promotion of Sustainable Rural Livelihood and Coaching for Processing Bangus in Oil, Chicken Longganisa and Vegetable Pickling. In 2019, the following activities were accomplished: Training on Bottled Smoked Oyster and Smoked Soft-Boned Bangus for Sta. Louisa Association of Women and Training on Post-Harvest Technologies for Improved Dried Fish Products.

The funding institutions include the following agencies: Departwent of Social Welfare and Development (DSWD), Department of Trade and Industry (DTI), CHED IDIG, HUNET ASA and CHED NAFES.

Participants

The researcher utilized purposive sampling as a method in selecting the six (6) participants of the study.

Based on the 2017 Commission on Higher Education (CHED) list of HEIs, there are only nine (9) higher education institutions in Aklan and four

(4) local/community colleges. Out of the nine (9) HEIs, eight (8) are privately owned. The lone public HEI is a state university and has five (5) campuses.

The inclusion criteria defined by the researcher focused on the following key features: the participant must be an employee of public and private HEIs in Aklan and the coordinator or director of community extension. The HEI where he or she belongs must have a community extension office which is currently engaged in CSR initiatives or community extension programs. Thus, the researcher included only three (3) participants from three (3) private HEIs, two (2) participants from the two (2) campuses of the public HEI and one (1) participant from a local community college. The participants were chosen because they are involved in the preparation, implementation and evaluation of the CSR initiatives or community extension programs. The data collected from them would enable the researcher to answer the domains of inquiry. The researcher excluded all other community extension coordinators or directors of HEIs in the province because they are not engaged in CSR initiatives. Creswell (1998) recommends five (5) to twenty-five (25) participants for phenomenological studies.

In this study, saturation point was reached after interviewing four (4) participants as the amount of data variation levelled off and no new information or themes emerged from the data.

Instrument

In qualitative research method, the researcher is the key instrument in data gathering (Bahrami, Soleimani, Yaghoobzadeh, & Ranjba, 2016). Prior to the conduct of interview, the researcher secured permission from the Dean of the graduate school.

The researcher prepared an interview guide to enable her to cover all the topics and acquire information needed in the study. Cohen & Crabtree (2008) highlighted the importance of an interview guide which lists down the series of questions to be asked by the researcher.   The interview guide consisted of two parts. Part One contained the demographic information of the participants such as their name, sex, age, employment position or designation, status of employment, length of service, name of HEI, telephone or mobile number, and email.   Part Two contained the semi-structured questions on the manifestation of, reasons for, and benefits of CSR initiatives. The researcher intended to elicit experiences, thoughts and feelings of CSR initiatives coordinators or community extension programs directors.

To determine the content validity of the research instrument, it was presented to two (2) experts in the field of human resource management and corporate social responsibility. Comments, suggestions and recommendations were taken and integrated to enhance the validity of the instrument.

Below are the questions contained in Part Two of the interview guide:

1. What are the CSR initiatives/community extension programs of your institution?

2. What is your CSR philosophy?

3. Do you have a CSR/ community extension program plan? What does it contain?

4. Who are involved in your CSR initiatives/community extension programs?

5. What is the rate of success of your CSR/community extension program?

6. Are your CSR/community extension programs successful? Why?

7. Can you please give specific evidences on the successful implementation of your CSR/community extension programs?

8. Who are your beneficiaries?

9. How do your beneficiaries react to your CSR/community extension programs?

10. What are the benefits of CSR initiatives/community extension programs to the beneficiaries?

11. Can you please give specific evidences of the benefits received by your beneficiaries?

12. What are the challenges encountered in the implementation of CSR initiatives/community extension programs?

Data Gathering Procedures

The procedures outlined below will ensure that the data gathered are

consistent with the purposes of the study:

1. The participants of the study were identified as the CSR initiatives coordinators and extension services directors of both public and private HEIs. They are key personnel of the HEIs who are involved in the formulation, implementation, and evaluation of CSR initiatives or community extension programs.

2. A written letter of permission to conduct the study signed by the researcher and Dean of the Graduate School was personally delivered to the participants at the selected HEIs. Upon approval, the researcher prepared the written informed consent form for the participants and the schedule of interviews.

3. The researcher first discussed the goals of the study and made sure that the participants fully understand their roles and rights in the conduct of the interview before they affixed their signatures in the written informed consent form.

4. Using a self-developed interview guide, the researcher gathered data through face to face interview and it was conducted within the premises of the public and private HEIs. They were informed that the researcher used audio recorders to record the interview more accurately. A written consent regarding the use of audio recorders was secured from the participants. The audio-recorded interview was transcribed during the day the interviews were made. The duration of the interview was forty-five (45) to sixty (60) minutes per participant. During the interview, the researcher took down notes and

recorded her observations and reflections on how participants answered the questions. Taking down notes was important in case the audio recorder equipment fails to function during the interview. For answers that were not clear and needs more detail, the researcher asked follow up probing questions to the participants.

5. In case the participant would not be available, the researcher would inform the participant through phone call, text message or email to reset the interview on another schedule.

6. The researcher also gathered data through examination of private documents relevant to the study as a triangulation method for enhancing the accuracy and credibility of the findings. An authorization to access private documents was secured beforehand.

7. The researcher have follow-up informal contact through text messaging or phone calls with the participants and each of them were given his or her respective transcript for member checking and for them to verify the content of the transcript.

8. The researcher encoded the data and organized them for data analysis and interpretation purposes.

Data Analysis Procedure

In descriptive phenomenological data analysis, the researcher utilized the following steps suggested by Colaizzi as stated in the study of Speziale and Carpenter (cited in Shosha, 2012):

1. The researcher read the transcribed data thoroughly to derive a general sense of the phenomena under study.

2. After reading the transcribed data, the researcher went through each topic and extracted significant statements and phrases regarding the lived experiences of the participants on their CSR initiatives or community extension programs. The researcher took note of these statements and phrases with their corresponding pages and line numbers.

3. The researcher formulated meanings from these significant statements and phrases.

4. The researcher then arranged these meanings by segments which allowed patterns or themes to emerge and coded them accordingly.

5. All emergent themes were defined into exhaustive description. After integrating all the themes, the structure of the phenomenon was extracted.

6. The essential structure was formulated and all redundant, irrelevant and misused descriptions were eliminated from the structure.

7. Finally, the researcher sought validation from the participants of the study in order to verify their statements.

Trustworthiness

Creswell and Miller (cited in Creswell, 2014) pointed out that one of the strengths of a qualitative research is its validity or trustworthiness. In

this study, trustworthiness is established in the qualitative data collection, analysis and interpretation.

To ensure the accuracy and credibility of the findings as well as the reliability of the codes and themes, the researcher can use triangulation method. Credibility is the confidence that can be placed in the truth of the research findings. Credibility establishes whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Korstjens and Moser, 2018).

Transferability is the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through thick description.

Dependability is the stability of findings over time. Dependability involves participants' evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.

Confirmability is the degree to which the findings of the research study could be confirmed by the other researchers. It is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data. The researcher shall give an audit trail that highlights each step of data analysis that was

made so as to provide a rationale for decision made. This helps establish grounds that the findings accurately portrays informants' responses (Korstjens & Moser, 2018).

Lastly is reflexivity which is the process of critical self-reflection about oneself as researcher (own biases, preferences, preconceptions), and the research relationship (relationship to the respondent, and how the relationship affects respondents/key informants' answers to questions). The researcher engaged in analytic memo writing to document her thoughts, feelings and perceptions on the whole data gathering process specifically on the participants and their lived experiences. The researcher also wrote down her reflections on the process of coding and the code choices which she had made. This activity enabled the researcher to engage in bracketing and identified the possible influences which may hinder the research process. Bracketing gives the data collected the validity required for the qualitative research and enables the researcher to really get a depth understanding of the subjects of the study. As stated by Tufford & Newman (cited in Chan, et.al, 2013), bracketing is defined as a method whereby the researcher has to put aside his or her knowledge, opinions, ideas and thoughts on the subject of the study so as not to influence data collection as well as data analysis. Hence, the researcher mentally prepared herself that she has to get away from her existing knowledge in order not to destroy the essence of a qualitative research.

Ethical Consideration

There are ethical considerations that should be considered to ensure the quality and integrity of conducting a research study. These ethical issues should be considered at every stage of the data gathering process not only to establish a comfortable environment for the participants but also for the protection of their rights. The researcher observed ethical principles in the content, comprehension and documentation of informed consent to key participants, secured and prepared proper authorization to gather private information before research data gathering, ensured full compliance with confidentiality procedures in communications and referrals before and after data gathering as well as conducted debriefing procedures. Lastly, the researcher considered risk-benefit assessment and conflict of interest in the research study.

A. Content, Comprehension and Documentation of Informed Consent.

Participants Status. The researcher informed the participants that they will be asked about their experiences on CSR initiatives or community extension of the HEI which they belong and the answers provided by them will be used only for the study.

Study Goals. The researcher explained in detail and in a language understandable by the participants the overall goals of the research. The

data that they will provide will be used in the data analysis and interpretation of the researcher as well as in formulating themes.

Type of Data. The prospective participants were informed that qualitative data will be collected and utilized solely for research purposes.

Procedures. The researcher provided written procedures of data collection and the procedures to be used in any innovative treatment to the participants and clearly explained these procedures before the interviews proceed.

Nature of Commitment. In order to maximize time in data gathering, the researcher provided a timetable for each point of contact as well as stated the number of contacts within the given schedule. The estimated time allotted for the interview was forty-five (45) minutes to sixty (60) minutes for each participant.

Participant's Selection. The researcher discussed how they are selected as participants and informed them the total number of people who will be participating in the research.

Sponsorship. The researcher emphasized to the participants that there was no one who was sponsoring or funding the study and that the research was purely an academic requirement of the researcher.

Risks. There was loss of time for the participants since the conduct of the interview was held during office hours. The participants would have apprehensions in answering the questions because their minds will be

focused on the work they have left behind. Furthermore, the researcher explained to the participants of any foreseeable physical, psychological, social or economic risks or discomforts in the conduct of the interview. Thus, it was essential that the researcher provided a clear discussion of the steps in data gathering to appropriately address these risks.

Benefits. The participants were informed of the benefits they might directly or indirectly receive and were told about alternative procedures or treatments that might be advantageous to them. The participants' responses would be vital to the researcher to enable her to make an analysis, come up with conclusions and formulate a model of CSR initiatives or community extension programs. The participants would also gain knowledge on the nature of corporate social responsibility and its importance to the society. They would realize that as employees of the HEIs, they contribute to the improvement of the welfare of the stakeholders and to the community as well.   Thus, the benefits that they would get from the conduct of the study outweigh any potential risk or actual discomfort that they will experience.

Incentives and Compensation. The researcher also informed the participants that no monetary consideration was paid to individuals who participated in the study. Nonetheless, as an expression of her gratitude, the researcher handed simple tokens of appreciation to the participants after the conduct of the study.

Confidentiality Pledge. Confidentiality of information was observed in data gathering.

Protection of Human Rights. In order to protect the rights of the participants and to avoid causing them any harm, the researcher assured that the collected data would be strictly confidential and anonymous at all times. A promise of confidentiality was provided. The researcher was responsible to ensure that the personal information gathered by her will not lead to the identification of research participants. Most importantly, this information would not be made available to others without first securing their consent. As suggested by Polit & Beck (2014), the researcher assigned an identification number to each participant to effectively secure his or her identifying information and the same was not stored on a computer system nor saved in other potentially accessible database.

Voluntary Consent. The participants was informed that their participation in the study was strictly voluntary. Prior to initiating any research activity, the researcher required the participants to affix their signatures in a written voluntary consent form. The voluntary consent form was obtained by the researcher after she had clearly discussed with the participants the key elements of the consent as well as related information that were pertinent to the participants' understanding of the study that could impact their decision to participate in the study. Moreover, it was important

on the part of the researcher to document the consent process at the time it was signed by the participants.

Right to Withdraw and withhold Information. The researcher clearly explained to the participants that their participation in the interview was entirely voluntary, and that they can withdraw at any time without penalty. In addition, they were told that they can withhold any specific piece of information and that they may choose not to participate. Likewise, the researcher stated that the participants had adequate time to review all information and voluntarily signed the informed consent form. It was also stated that the participant received a copy of all forms signed and that the participant signed and dated the consent form. It was essential that the forms are completed appropriately, without errors and omissions of signatures, printed names, initials and dates.

Authorization to Access Private Information. The researcher secured authorization to access private information from the participants. A letter addressed to the President or Heads of state universities and local colleges as well as to private higher education institutions was prepared. The letter of authorization was separate from the informed consent form signed by the participants. Likewise, for participants other than school officials, the researcher secured authorization to obtain information from them which was written in a separate document from the informed consent.

Contact Information. The researcher provided the participants the researcher's contact information and to whom they could contact whenever they have questions, clarifications or complaints. The researcher told them that UV-IRB Ethics Review Panel has reviewed the study and may be reached through the following contact information: University of the Visayas – Institutional Review Board at 2nd Floor, Administration Building Colon Street, Cebu City.

B. Debriefing, Communications and Referrals

This study gathered data on the lived experiences of CSR initiatives coordinators or extension services directors of public and private HEIs. Hence, the prospective participants were school personnel. The researcher maintained the protection of the participants' well-being by asking questions graciously and politely. The questions were structured in a tactful manner. The researcher established a comfortable interaction with the participants because in this study no participant would have to recall unpleasant and traumatic experiences. Further, a debriefing session was conducted after the interview was completed to allow the participants to express their thoughts, air their complaints or to ask questions.

Conflict of Interest. Although the researcher is an employee of one of the private education institutions involved in the study, no conflict of interest existed because the researcher is the department head of the Business Education. The Business Education department is distinct from

the community extension office which is in charge of the corporate social responsibility initiatives or community extension programs of the private higher education institution.

Treatment of Vulnerability Groups. In this study, there were no vulnerable groups involved in the participants.

IJSER

Chapter III

FINDINGS AND DISCUSSION

This study explored the lived experiences of CSR initiatives coordinators or extension services directors of selected public and private HEIs in Aklan. It discovered their experiences, thoughts, and feelings as they narrated the story. The researcher collected significant statements from the gathered interview. Then, the researcher collated the common experiences among the statements and formed them into themes.

Participant's Description

Participant 1

Participant 1 is a female Community Relations Officer of Private Higher Education Institution A. She is forty-eight (48) years old and she lives in Kalibo, Aklan. She has been with the HEI since 2001 and has served as Community Relations Officer for eighteen (18) years and up to the present. Her duties and responsibilities include forging partnership with various government, non-government and private stakeholders to assist and meet the needs of the community. Through the office of the Community Extension Services, it is the thrust of the institution to inculcate to the students, faculty and employees the attitude of sharing their knowledge and resources to the other sectors of the community to the well-being of other people.

Participant 2

Participant 2 is the Chairman of the Community Extension of Private Higher Education Institution B. She holds the position for fifteen (15) years now. She is also the Dean of the School of Technical Vocational Education of the same HEI. She is forty-nine (49) years old and hails from Kalibo, Aklan. In addition, she is the Chief of the SGC DRRMC.

Participant 3

Participant 3 is a female Coordinator of the Community Extension Service and Advocacy (CESA) of Private Higher Education Institution C. She is fifty-eight (58) years old and hails from Bugasong, Antique. She has been with the HEI and held the position of Coordinator for seven (7) years until now. She is also a member of the Missionary Sisters of the Lord's Table. Her duties and responsibilities include among others preparing the annual program action plan, initiating research studies or research proposals for the adopted community, coordinating with the students, teaching and non-teaching staff on the School's outreach program and services, and facilitating meeting or assemblies with community leaders or representatives.

Participant 4

Participant 4 is a male College Consultant of Public Higher Education Institution D. He was a former Public Schools District Supervisor of Madalag District and Sangguniang Bayan Member of Libacao. He has been holding the position as College Consultant for one and a half year (1&1/2). His duties and responsibilities include the administration of the College through conducting meetings, giving advice and facilitating the needs of instructors.

Participant 5

Participant 5 is a female Chair of the Extension and Community Services (ECS) of Public Higher Education Institution E. She is sixty-one (61) years old and a resident of New Washington, Aklan. She has served the university for thrity-seven (37) years as a faculty member teaching courses in the Bachelor of Science in Fisheries. She was appointed Chair of the ECS in 2018. Among the functions, responsibilities, and authority vested in his office are to initiate and supervise the planning, implementation, monitoring and evaluation of new and existing extension activities, projects and programs approved by the Board of Regents.

Participant 6

Participant 6 is a thirty-eight (38) year old male from Kalibo, Aklan. He is the Director of the Extension and Community Services of Public Higher Education Institution F. He was appointed as ECS Director only in November 2018. Prior to his appointment, he was one of the faculty

members and an Agricultural Technician II of the university. Among the functions, responsibilities, and authority vested in his office are to initiate and supervise the planning, implementation, monitoring and evaluation of new and existing extension activities, projects and programs approved by the Board of Regents.

Below are the major themes and sub-themes that emerged from the utterances of the participants.

Theme 1 Crafting the CSR Initiatives vis-à-vis the vision and mission

HEIs have a number of CSR initiatives or community extension programs.   Both public and private HEIs have programs for the welfare of the community such as information and education campaign, literacy and capability building, skills and livelihood training and environmental awareness and conservation. These CSR initiatives or community extension programs vary as to where the HEIs are located, as to the type of HEI and its financial capability.

Both public and private HEIs have a designated office and person assigned as coordinator or director. Notably, most of the coordinators or directors said that the CSR initiatives or community extension programs are based on the vision and mission of the HEI and to the courses offered by the latter.

Participant 2 stated that they focus their CSR initiatives or community extension programs on health because the school offers health related courses.

> *"Ahm, for the community extension programs of the institution, our community extension program focuses on health because the school, Saint Gabriel College offers health related courses. Based on our mission and vision, we provide quality education related to health." (Participant 2, L341-344)*

The same private HEI also offers the technical vocational related programs by the Technical Education and Skills Development Authority or TESDA and these are inclined to their emergency medical services.

> *"We are also offering the technical vocational related programs by the TESDA. So, we incline these programs especially to our emergency medical services." (Participant 2, L346-348)*

> *We focus on the disaster preparedness and the basic life support. We teach them how to be ready on any emergency cases and then the first aid." (Participant 2, L351-353)*

> *"Then, since we have become part of the industry, we respond also not just only in times of disaster but also during special events conducted by the municipality of Kalibo like the Ati-atihan festival. We are being tapped by the municipality as partners for the municipal disaster and risk reduction program." (Participant 2, L485-490)*

Participant 3 explained that their CSR initiatives or community extension programs are holistic and since the HEI is a Catholic institution it involves the spiritual aspects of the lives of the people.

"So, we have ahm, a holistic program." (Participant

3, L593)

"Then, when you talk about holistic, (it involves) the spiritual aspects of the lives of the people, their livelihood, the relationship in the community and the interaction with the community." (Participant 3, L594-597)

Participant 3 added that the main purpose of the community

extension office is to support the mission of the college.

"The purpose is to support the college mission by providing services on programs, encourage students' learning in and out of classrooms and developing community through active participation of the people involved." (Participant 3, L665-668)

One public HEI is a local community college situated in a third-class

municipality in Aklan.   As shared by Participant 4, the CSR initiatives or

community extension programs are focused on the development of the

people in the municipality.

"Our vision is about the development of human inhabitants of Libacao because many of our people in other portions of the municipality are still illiterate." (Participant 4, L886-888)

Participant 4 said that the president of the local community college

is the local chief executive.   Hence, the college has CSR initiatives or

community extension programs that help address the problems of the local

government.

"One of the problems in Libacao is sanitation.   In fact, we are helping the DENR in cleaning the municipality.

We have been helping the DENR so we already have a part in their campaign program." (Participant 4, L976-978)

Participants 5 and 6 are the chair and director respectively of the extension and community services of public HEIs E and F. According to them, the university is mandated by the government to have extension programs. It is one of the quadrology functions of the university.

"The Extension and Community Services is one of the quadrology functions of the university. The functions are instruction, research, extension and production." (Participant 5, L1250-1251)

"So when it comes to initiatives, mostly mandated for state universities and colleges are projects aligned with agriculture and fishery because of the Agriculture and Fishery Modernization Act." (Participant 6, L1374-1376)

"We also have developed our own vision and this states that excellence in technology management for sustainable development. That is where we are focused – on the transfer of developed technology from the university directly to the community to the grassroots level. We facilitate all capability building. So all which is not covered by the formal education system will be catered by us. This is aligned to the vision of the university. We also have a plan. We develop every year a strategic plan aligned with the university for six years."(Participant 6, L1434-1441)

The quadrology functions of the university include research, instruction, production and extension. According to Participant 6, these functions interweave with one another.

"Everything that we do, may it be on research instruction or extension is geared towards improving instruction. Through research we can improve instruction. In extension we improve also our research, extension and production and in production we utilize all the technologies,

the transferred knowledge and skills through research, extension and instruction. So, all of these functions interweave in the university."(Participant 6, L1368-1374)

Participant 6 also stated that the university has its own extension thrust and agenda which they are required to follow. The extension programs that they have should be aligned with the plans of the national government.

> *"We also have our own extension thrust and agenda. This is focused on food security based on what is written in the strategic plan. We assist in providing development facilities, and focused on human capability building. We have a university extension manual and all our projects should not get away from the agenda because that is where we are being measured. All plans should be aligned with the national government plans." (Participant 6, L1445-1451)*

Crafting the CSR initiatives vis-à-vis the vision and mission of HEIs simply implies that coordinators and directors of extension services must possess a broad knowledge and understanding of the vision and mission of the HEI. This task is not that simple as it requires them to come up with initiatives and programs translating the vision and mission. This cannot be done by the community extension coordinators and directors alone. Thus, a committee headed by the office of the community extension and composed of the academic affairs, department heads as well as students should be created. They should sit down together and help in the crafting of initiatives.

The CSR initiatives or community extension programs should be aligned with the vision and mission of HEIs. For public HEIs, CSR initiatives or community extension programs should also be aligned with the national government plans and goals and to the extension thrust and agenda. Based on the CHED Strategic Plan 2011-2016, one of the project components of the rationalization of HEIs and programs is aligning HEI programs with national development goals through relevant and responsive research, development and extension. In addition, CSR initiatives or community extension programs should be embedded as part of the university's philosophy as a way of being, operating, and practicing. The social responsibility function of educational institutions should be embedded into the core values and functions of the universities' practices at every level (Chen et.al., 2015).

Conducting Needs Assessment

One of the important steps conducted by public and private HEIs before the implementation of CSR initiatives or community extension programs is needs assessment to their target beneficiaries or communities. Participant 1 shared that they conduct a needs assessment every three to five years so that the programs that they will implement will be relevant.

> *"We do this every three to five years so that we can assess what really are their needs and that the program which we will implement will be relevant. It appears that the number one need is the need of the community for a skills and livelihood training for food processing." (Participant 1,L73-76)*

Participant 2 shared that they do not conduct a needs assessment before. As a consequence, they had problems with their programs in the barangay. Participant 2 said that the accreditation team advised them to focus on the needs of the community.

> *"So the accreditation team always tells us, "it is not what you want to do to the community but you should focus on what really are the needs of the community." (Participant 2, L442-445)*

Now, they are doing it and focused their plans and programs based on the result of the needs assessment.

> *"Ma'am, we based on our need assessment per barangay. The barangay gives us their needs and it is where we give our focus. Unlike in our previous programs, we make the plans on what programs to provide them. Now, it is the other way around." (Participant 2, L546-549)*

Participant 6 stressed the importance of conducting a needs assessment. He wanted to make sure that the technology and knowledge that they would impart are the needs of the community.

> *"In the first place before we implement the project, we conduct community based needs assessment. We make sure that the technology and knowledge that we are imparting are needed by the community. If they don't need that particular technology or knowledge we don't introduce it to them. So, depending to the needs, individually or by group so we really have an assessment for each project." (Participant 6, L1547-1553)*

Moreover, Participant 6 pointed out that the needs assessment should be done properly otherwise it would result to low acceptance of the community.

> *"So we really target the community with needs. If you push them to something that they do not need, the acceptance is low. So, there should really be a proper assessment." (Participant 6, L1644-1646)*

CSR initiatives of HEIs are based on the needs assessment conducted by community extension coordinators and directors. Hence, it is a must that it should be done appropriately. This implies that coordinators and directors have to visit their target community personally and conduct an interview with the people. They should also engage themselves with the community through the barangay leaders, talk to them, and mingle with them and take note of their observations as these are sufficient data needed for their assessment. Conducting needs assessment requires time and effort on the part of the coordinators and directors.

The office of the community extension of HEIs has to conduct a needs assessment prior to the formulation and implementation of their CSR initiatives or community extension programs. It is important for the HEIs to determine the most important needs of their target community because these will serve as their guide for future actions. Ilies & Farcas (2017) emphasized that one of the important aspects on launching social projects is a clear identification of the real needs of the beneficiaries. As stated in the

paper of Sanchez (2016), extension must meet the felt needs of the people. Problems highlighting the needs of the target group of people should be identified. Moreover, the strategies to be employed by extension workers must be based on the learning level of the target group of peoples' needs and interests (Sanchez, 2016).

Theme 2 Collaborating with Stakeholders

The implementation of CSR initiatives or community extension programs is only spearheaded by the community extension office. Both public and private HEIs encourage the participation of their stakeholders.

Participant 1 said that they encouraged the students, faculty members, and other departments of the school to participate. Each department of the school had a partner office and they had a specific schedule in going to the community.

> *"Ah, actually the whole institution. We are really encouraging everyone to participate. Not just the students but also, ah the management, the staff, the faculty and even the parents and the alumni. We really encourage them to get involved so we have a schedule per department as to when they are going to do their turn. Each department has a partner – office." (Participant 1, L62-67)*

Participant 2 said that the students participated in their community extension programs but mostly it was done by the Emergency Medical Services department. She also stated that the teachers and advisers participated through monitoring the programs.

> *"Ahm, what we do Ma'am is we conduct the activity one by one where everyone has to participate but mostly it is us, SGC Emergency Medical Services (SGCEMS) who is in-charge of the community extension because this has been my advocacy since then. So, the students and also the advisers and teachers participate because they are the ones who monitor the activities." (Participant 2, L365-370)*

Participant 3 said that the administration, non-academic and academic personnel are engaged in their CSR initiatives or community extension programs. She also enumerated the different curricular programs or departments with their corresponding initiatives. It could be noted that the initiatives of each department were related to their curricular programs.

> *"So first of all, uhm the administration. Then, uhm the non-academic personnel and teaching personnel. Then for the different departments including the basic department, the high school and elementary department. So, for example the TELAD or the teacher education department they have their literacy program for our adopted communities. For the ICS department they have free computer literacy program for our youth and out of school youth. For BSHM they have bread making and mass wedding once in a year. Then for the BSTM they have the eco-tourism, seminar workshop on local guiding, create an eco-tourism day tour package, then beautification of Saint Francis garden. Then for the Criminology department, they have their apostolate in prison in both in provincial and municipal level. Then for the Nursing they have a health care, dental and optical mission and feeding program and for the BSBA they have a hog grower and feeds store in our adopted communities." (Participant 3, L640-654)*

According to Participant 4, the persons involved in their CSR initiatives are the NSTP teachers and the people of the municipality. His office is tasked for the planning of the CSR initiatives.

> *"We do the planning. We then assign the NSTP teachers. (Participant 4, L941)*

> *Also the people of the Barangay council, the people of the Barangay Poblacion and the municipal employees of the municipal health center are involved in the implementation of the program." (Participant 4, L945-948)*

The students and faculty members of the public HEIs are involved in the extension and community services. Students participate because the extension services are regarded as a requirement in their projects and credited as their extension work. As stated by Participant 5, the graduating students are required to plant 10 to 15 propagules. The faculty members are also engaged in the extension services.

> *"In fisheries, our students are the ones who extend the services. For example the Marine Biology students are planting propagules in the coastal area along the river." (Participant 5, L1152-1154)*

> *"So, this is the project of the students and we credit it as their extension work. The graduating students are required to plant 10 to 15 propagules. For the faculty members, they collaborate with other government agencies like the LGU and DBP." (Participant 5, L1156-1160)*

Furthermore, Participant 6 pointed out that their extension activities cannot be conducted by his office alone. Thus, all faculty members of the university across all of their campuses are mandated to implement at least

48

one program and one project per curricular offering. He also mentioned that

the employees of the HEI are likewise involved in providing general

administration and support services.

> *"All faculty members of the university. The office is only composed of the director and two regular staff. So, the extension activities cannot be conducted by the office alone. Through my mandate, all faculty of every college all across the five campuses are mandated to implement at least one program and one project per curricular offering aligned with their program and with their college. The employees on the other hand belong to general administration and support services. They are likewise involved. For example, the administration, they facilitate supplies, the drivers for transportation but they are not classified as extension services. Their function is to provide general administration and support services and they are mandated to do that."* (Participant 6, L1471-1481)

The different stakeholders of HEIs include among others the

management, department heads, academic and non-academic employees,

students, parents and the industry. Collaborating with them is an important

skill which CSR initiatives coordinators and extension services director

should have. Collaborating implies working together towards the same goal.

Also, it implies delegating tasks, giving responsibilities, allowing to make

proper decisions, respecting such decisions and trusting one another. In

order to strengthen the bond with and the support of the stakeholders, it is

imperative that community extension coordinators and directors should

involve the stakeholders in their strategic planning, conduct regular meeting

and discussions with them, and from time to time, hold team building activities.

In the paper of Berber, Šušnjar, Szlávicz, & Baošić, (2014), the relationship between human resource management and CSR is emphasized since employees and managers are usually seen as very important factors in the successful implementation of CSR practices. Muya & Luansing (2016) further elaborated in their study the institutionalization of mechanisms such as involvement of all students and staff in community/CSR activities, strong partnership with the community, establishment of community service department, and production of action researches, among others to ensure effective implementation of extension programs.

Collaborating with government or non-government organizations

It is really important for both public and private HEIs to establish linkages or partnerships with different government or non-government organizations.

> *"We need to establish strong linkages. Research and extension should have collaboration with other agencies."*
> *(Participant 6, L1443-1444)*

Their collaboration and strong partnership have a great contribution in the successful implementation of their CSR initiatives or community extension programs.

> *"Ah, for the environmental, I can say that it is successful because we have been a partner of Bakhawan Eco Park. So, our students go there regularly if not every weekend*

or every Saturday except if we have school activity. You have seen the Bakhawan Eco Park, right? So, it is one where you can visit and see. Then, what else? Maybe our ALS (alternative learning system) program because we have been a partner of DepEd. This is one of the advocacies of Sir Allen (Quimpo) - education for all. We also have skills and livelihood and basic literacy where our Basic Education department conducts tutorial classes to the kids of New Buswang. There is another thing that we promote and these are the three acts of goodness because we are a partner of Guang Ming College. We promote the three acts of goodness: think good thoughts, speak good words and do good deeds." (Participant 1, L174-186)

Participants 2, 4 and 5 shared that they have collaborated with their

respective municipal offices and other government agencies.

"We are being tapped by the municipality as partners for the municipal disaster and risk reduction program." (Participant 2, L488-490)

"In fact, we are helping the DENR in cleaning the municipality. We have been helping the DENR so we already have a part in their campaign program." (Participant 4, L976-978)

"Sometimes we tap the DTI or DOST as our partners or linkages for development." (Participant 5, L1095-1096)

"For the faculty members, they collaborate with other government agencies like the LGU and DBP. They have planted already in Isla Kapispisan. It is a joint project of the university and LGU. They have planted mangroves, developed oyster culture and constructed fish cages." (Participant 5, L1158-1162)

One public HEI collaborated with non-government organizations

and stated that the NGOs helped them in organizing the people in the

community. The NGO provided the financial aspect while the HEI provided

the technical aspect. The HEI even have a partner with a people's organization (PO) in Japan. The PO provided them training and other needed materials for their project.

> "So far, we have collaborated with the NGOs and I can see them as a partner. They have the fisher folk and women association and these are SEC and DOLE registered. They really helped us in organizing the people in the community. So in return, we offer our services to them. We work together for development. They provide the financial aspect and we provide the technical aspect. I collaborated with them in order to make my duties and functions as chairperson of the extension. It lightened my work because it is not that easy to organize people."(Participant 5, L1203-1211)

> "We also have a people's organization in a foreign country like Japan. They help us and they provide training materials when we conduct trainings and they also give raw materials." (Participant 5, L1211-1213)

However, one of the participants of a public HEI pointed out that they are careful in selecting the organizations because extension is non-religious and non-partisan. Also, they make it sure that there is mutual benefit between the HEI and their partner agency.

> "Extension activity is not an endeavor of one individual but needs the collaboration of all the members of the community and different groups and different agencies. We are very careful in selecting the organizations that we tap. We select those which we have mutual benefit before partnering with them like the DSWD, DILG and DTI. They have the fund and we have the technology and expertise." (Participant 6, L1646-1652)

> "We should not be associated with the religious and a political party. There should be a fair treatment to all.

Extension is non- religious and non- partisan." (Participant 6, L1652-1654)

Collaborating with government and non-government organizations is necessary because these organizations can give technical and financial support to the CSR initiatives of HEIs.   In an article written by Weiss (2016), he stated that public HEIs must have strong linkage or partnership with organizations because the latter have a big role in giving financial support.   Further, the university's CSR initiatives encourage community engagement and their partnerships with local and international organizations maximize its impact on society (Weiss, 2016).   The rationale of CMO No. 52, s. 2016 highlighted that the collaboration between the universities and partner communities such as industry, local government units, businesses or other community groups should be mutually beneficial.

Theme 3 Responding to Challenges

The challenges which community extension coordinators and directors need to address include the lack of participation of faculty members and staff, the lack of funding or financial support, the mandate of CHED, and the rigid requirements of accreditation.

Requiring participation of faculty members, staff and students

Participant 3 supported the statement of Participant 6 that extension services cannot be conducted by the community extension office alone. She expressed that there should be an active involvement of all the stakeholders

of the HEI especially the faculty members and staff. She also shared some of the probable reasons of the lack of participation of the faculty members and staff such as lack of awareness of the programs, lack of awareness of the importance of the program and the non-acceptance of community extension as an institutional program.

> *"If the CESA is an institutional program, then there should be an active involvement of all especially the faculty and staff because the students will always follow what will be required of them. This is the reason why I cannot say that the participation (of the faculty members and staff) in the adopted communities is 100%. Maybe they cannot accept that it is an institutional program. I do not know if they are neither aware nor they do not see the importance of the program. The departments who are involved do not know their programs. Not all the faculty members have been to or seen the area. If they have been to the area they can see the realities of the lives of the people there and they can think of programs which are really needed by the people and not simply rely on the CESA." (Participant 3, L800-810)*

Participant 3 further stated that it is difficult on her part or the office of the community extension to implement the programs without the support of the faculty members and staff. She also said that the programs should not be initiated during the second semester because the school has many activities. She suggested that it should be initiated in the first semester instead.

> *"I find it very difficult on my part because it seemed like they are not serious in implementing their programs. They should be the ones who should initiate the programs and the CESA office will facilitate and assist. The CESA office has other projects besides the departmental programs*

because if I will just rely on their programs, nothing will happen. I have also observed that the programs should not be initiated in the second semester because the school is very busy and full of activities like the St. Nino Ati-atihan festival in January and Foundation day in February as well as Graduation in March. Instead, it should be started in the first semester so that it will be implemented well."(Participant 3, L813-823)

Participant 6 furthermore expressed that one of the challenges he encountered in the implementation of their extension services is the ageing faculty. The faculty members do not participate in their extension services because they have reached the maximum points for merit and promotion. This means that faculty members only participate to earn points for merit and promotion.

"We encounter problems with our ageing faculty. The senior faculty members who are about to retire. They do not engage anymore because they are near to their retirement age. Others do not want to conduct extension because they have reached the maximum points for merit and promotion but we are doing our side to still convince them to engage. I told them that the real professor professes and shares their knowledge, skills and technology. The investment of the government in sending them to trainings and graduate school will be useless if they do not share it with the community and if they cannot mentor the younger generation or faculty." (Participant 6, L1618-1627)

Coordinators and directors of community extension must not only encourage but also require the participation of faculty members and staff in the implementation of CSR initiatives. They should discuss this with the office of the Human Resource so that the latter can make appropriate action. The Human Resource office can come up with policies and strategies to

stimulate active participation of the faculty members and other HEI employees. The coordinators and directors can also recommend to the office of Academic Affairs a proper coordination with the schedule of school activities and other extra-curricular activities. This means that there should be a definite schedule allotted in the school calendar for specific departments and the faculty members to conduct the CSR initiatives. These schedules should be given to the faculty members and department heads ahead of time or at the beginning of the semester to achieve their complete participation.

This is in consonance with the trifocal function of HEI. HEIs are mandated by law to engage in community extension along with the other functions of instruction, research, and for agricultural HEIs, production (CMO No. 52, s. 2016). As emphasized by CMO No. 52, s. 2016, extension programs in HEIs can be a platform to provide solutions to the many challenges faced by the partner citizens and communities. Hence, these should be carried out by universities. Additionally, HEIs and their designated faculty who will engage in extension shall be provided competition-driven grants-in- aid. Public HEIs and with the technical expertise or specialization of the faculty members can extend information and technology as well as conduct training and development to the communities (CMO No. 52, s. 2016).

Needing funding or financial support

Another concern of HEIs in the conduct of their CSR initiatives and community extension programs is the lack of funding or financial support from the HEI in the case of private HEIs and from the government for public HEIs and local community colleges. Since the local community college is ran by the local government unit, it mainly gets it support from the resources of the municipality. Thus, Participant 4 stated that only half of the budget of the municipality goes to the college.

> *"There are only few corporate social responsibility initiatives because of lack of money. We are very poor. The LGU is giving us only a little amount to run the College." (Participant 4, L862-864)*

> *"But we are very sorry that Libacao is a poor municipality. Half only of our budget reaches the College. If we only have the money we can run this school like other schools." (Participant 4, L898-901)*

> *"That is also the reason why we cannot have the liberty to do what we want because of lack of funding from the government." (Participant 4, L943-945)*

Participant 4 said that money is their number one problem. Although the college has been given a fund, it never reached the college because the money was not enough. It was given to the needs of the other sectors.

> *"Our number one problem is money, then to follow and to implement our plans because if you have a plan and the funding but these are not sustained by the three agencies (Health, Local government, College) then it is still a failure. Like our funding in the College. We have been given a fund of P3,000,000.00 but it has never reached us. The money was not enough and was allocated to the needs of other sectors. So, we were allotted only over P1,000,000.00 for the salary of the employees. So, things like these. CHED told us*

*that if we are too ambitious and we lack the funding then we
are really bound to fail."(Participant 4, L1013-1021)*

Like the local community college, public HEIs also have difficulty

in sourcing out funds for their extension services. The extension and

community services office depend only on the special trust fund wherein

they can only utilize 10% of said fund. Participant 5 emphasized that they

have no budget to extend financial help to the community but they can only

give technology.

> *"So far, we have no budget for us to extend financial
> help to the community, only technology. If we can source out
> funds or the association can also produce funds then it is
> much better. We monitor the project if it really benefits the
> community. The Extension and Community Services office
> depend only on the special trust fund. We utilize 10% only of
> the special trust fund for training, seminars and our
> preparation for the proposal and our mobilization because
> we are conducting local in-house review or university
> review. We cannot promise to the people of the
> community/barangays that we can extend financial help to
> them unless they will look for a sponsor or source out funds.
> So, it is only technology that we give to them." (Participant
> 5, L1141-1152)*

Participant 6 stressed that their target increases to 10% every year

but there is no corresponding increase in the budget allocation. This is also

the main reason why they have a problem with the funding because they

have a limited budget and extension is very expensive. He explained that

aside from the limited budget, extension activities have no earnings. It is all

about giving out of money.

58

"Another one is the increase of the target to 10% every year and since there is no increase in the budget. So, we have a problem with the funding. We have a limited budget and extension is very expensive. It has no earnings. It is all about giving out of money. In other CSRs there is a return. They will provide you with materials, but those materials are purchased and some are donations coming from the foundation. Their social responsibility is only for media presence. When it is compared to a university, it is really mandated. It is our mandate to be socially responsible to the community because the activities are funded by the government. Even if it is limited we have to deliver."
(Participant 6, L1627-1636)

"We have a funding taken from the general fund which is the maintenance and other operating expenses and shared among all the units. Every unit has a special trust fund and 10% of it is allocated for extension. This is mandated in all units." (Participant 6, L1516-1519)

"It is costly though because we spent most for the expenses and our clients are many because the parents are included."(Participant 2, L461-462)

Due to the limited budget or lack of fund, HEIs find ways to solve this concern. One is by asking contribution from the students and another is looking for partners to help them defray for their expenses.

"Another challenge is the budget. Sometimes the student has a contribution of P5.00 each. So we can only provide what we can provide. So we have requested our school bus as a service vehicle for them to bring them to Pook or New Buswang and back to the school to minimize the travel expenses or we can also look for partners to help us defray our expenses." (Participant 1, L248-253)

"The challenges encountered in the implementation are the budget and people. It is difficult if you do not have the people who will work for the project as well as if you do not have enough budget."(Participant 2, L512-514)

"At first, I said that it is quite easy to implement but then it is difficult to maintain because of the number. So that is why we need to have a plan for the budget. I thought that our budget in one activity is only P10,000.00 but it is more than that, it amounts to P30,000.00 because they are so many. We did not expect this to happen."(Participant 2, L520-524)

The lack of funding or financial support poses a big challenge for CSR initiatives coordinators or extension services directors. This challenge gives an implication that coordinators and directors have to rely on their existing resources. They should deliberate on their priority projects and should allocate their budget properly. The coordinators and directors of community extension, therefore, should reflect that they have to fully exert their efforts and use their resources well and to do their best to achieve their CSR goals or objectives because of this challenge.

This concern, however, may be addressed by collaborating with government or non-government organizations. Moreover, they could lobby for a bigger budget to the top management by citing the trifocal functions of HEI as basis.

Lack of enough funding for CSR initiatives or community extension programs is one of the concerns of both public and private HEIs especially public HEIs because they rely solely from the budget the government provides for them. In the study conducted by Delfin (2015), it revealed that fund sourcing and allocation are continuing concerns of every educational institution because of unending development and improvement. The study

also recommended that fiscal managers of SUCs involved in the study should think and implement strategic plans to increase budgetary allocations to meet the demands of necessary expenditures vital to the attainment of quality education (Delfin, 2015).

Embracing CHED mandate and accreditation

It has been noted that for both public and private HEIs, the community extension coordinators have expressed the justifications for conducting CSR initiatives or community extension programs. The justifications consist of the following: a mandate by law, compliance of the trifocal or quadrology functions of HEIs and a requirement for accreditation purposes.

Nevertheless, private and public HEIs stated that they engage in CSR initiatives or community extension programs because it is one of the requirements for accreditation.

> *"We conduct evaluation, planning and implementation. What needs to be done in order for the program to be successful? We also have a regular meeting. We even teach them documentation. This is another challenge- the proper documentation because our programs should be well documented. Otherwise, it has no credit or there has been no implementation. Others implement their programs without documentation because we do a lot of things. This is especially needed for accreditation."* (Participant 1, L286-293)

Proper documentation and monitoring should be done by the HEIs because these are needed for accreditation purposes.

"This is well documented especially we are being accredited."(Participant 5, L1213-1214)

"So we really have to monitor that our extension services meet our target. This is also needed in accreditation." (Participant 6, L1519-1521)

"So, we have ahm for the PAASCU, we are level 2 with the rate of .5. So, we obtained the highest point. So, we have documentation. We have pictures and reports: midterm reports and year-end reports. These are submitted to the Rector-President and especially if there is accreditation. This is being asked by the accreditation body." (Participant 3, L678-682)

"So, in times of accreditation, one of the questions asked by the accreditors is what is your advocacy." (Participant 2, L411-412)

"So the accreditation team always tells us, "it is not what you want to do to the community but you should focus on what really are the needs of the community." (Participant 2, L442-445)

According to Participant 6, the students are really required to participate in their extension services during accreditation.

"During accreditation the students really are required to have participation." (Participant 6, L1495-1496)

Participant 6 clarified that extension is not providing materials to the community. He said that gift giving and feeding program are not counted as extension services. He added that since the activities are funded by the government, they are mandated to be socially responsible to the community.

"Extension is not providing materials to the community. Gift giving and feeding program is not an extension activity. We do not count it as extension. Extension

is the transfer of knowledge, skills and attitude from the university towards the community." (Participant 6, L1569-1573)

"It is our mandate to be socially responsible to the community because the activities are funded by the government. Even if it is limited we have to deliver." (Participant 6, L1634-1636)

Public HEIs are obliged to perform the quadrology functions of research, instruction, extension and production. Participant 5 and Participant 6 explained that these functions are inseparable and interweave in the university.

"So we are obliged to do all the four functions although research is difficult to do. Extension is the product of research. They are inseparable. Once the research is conducted, it should be implemented. The extension project should come from research and the output of research should also be extended." (Participant 5, L1255-1259)

As one of the quadrology functions of the university, every faculty member is mandated to participate in extension services to develop their instruction because everything that they do, may it be on research, instruction or extension is geared towards instruction.

"Every faculty is mandated to conduct extension to develop their instruction because everything is geared towards instruction. Everything that we do, may it be on research instruction or extension is geared towards improving instruction. Through research we can improve instruction. In extension we improve also our research, extension and production and in production we utilize all the technologies, the transferred knowledge and skills through research, extension and instruction. So, all of these functions interweave in the university." (Participant 6, L1366-1374)

Inevitably, HEIs perform or engage in extension activities because of the clear mandate of the law, CHED and accrediting bodies. This means that the office of the community extension should be firm on the implementation of the CSR initiatives. The coordinators and directors must strictly evaluate and monitor the programs to achieve sustainability. HEI stakeholders specifically the faculty members, students and employees are not exempted from this obligation and are therefore assigned tasks and responsibilities by the community extension office. Guided by the same vision and mission, the human resource management department of HEIs should adopt mechanisms in support to the conduct of extension services as the community extension office coordinator has no authority over human resources of the institution. In the paper of Berber, Šušnjar, Szlávicz, & Baošić, (2014), the relationship between human resource management and CSR is emphasized since employees and managers are usually seen as very important factors in the successful implementation of CSR practices. Muya & Luansing (2016) further elaborated in their study the institutionalization of mechanisms such as involvement of all students and staff in community/CSR activities, strong partnership with the community, establishment of community service department, and production of action researches, among others to ensure effective implementation of extension programs.

The Commission on Higher Education (CHED) by virtue of Republic Act 7722 entitled the "Higher Education Act of 1994" covers the higher education sector comprising state colleges and universities, private sectarian and non-sectarian higher education institutions. Pursuant to RA 7722, HEIs are regarded as platforms for research and development, innovation and extension in pursuit of inclusive social and economic development. Hence, HEIs are mandated to perform the three functions of instruction, research, and extension and for agricultural HEIs, production.

Extension programs in higher education institutions provide the space to discover practical, evidence and science-based answers that can address real-world social, economic and environmental challenges of partner citizens and communities. The incubation, knowledge validation, diffusion, and utilization process in extension, translational or applied research acquire a much deeper relevance when universities carry these out in mutually beneficial collaborations with partner communities such as industry, local businesses, or community groups. It is a set of iterative processes that enable evolution, revision, adaptation, and change. The dynamic synergy of Research, Extension and Instruction, wherein the interaction of faculty cum researcher with undergraduate, graduate and post-doctoral students further catalyzes the dynamic learning and knowledge-generation process, is the indispensable, foundational, distinctive and specialized hallmark of universities (CMO No. 52 s. 2016).

HEIs voluntarily apply for accreditation. One of the main purposes of accreditation is for the institution to develop its faculty, research and facilities to further enhance the quality of education it provides (Conchada & Tiongco, 2015). As discussed by Conchada & Tiongco (2015) in their paper, private accrediting agencies like PAASCU has the following evaluative criteria: (1) vision-mission-goals; (1.a) community involvement; (2) faculty; (3) curriculum and instruction; (4) library; (5) laboratories; (6) physical plant; (7) student services; and (8) administration. The criterion on community involvement evaluates the institution's capacity to relate itself to the community by uplifting the lives of the people through projects and programs as well as producing quality graduates in the professions and vocations that can contribute to the welfare development.

Moreover, the criterion sees to it that the programs, structures and resources of HEIs are responsive to the needs of the youth that faces the challenge of nation building. Institutions manifest these through well planned, organized, implemented, evaluated and supported programs, projects and activities (Conchada & Tiongco, 2015). Thus, even if the accreditation entails a rigid process, public and private HEIs go through it to perform its role in the community by providing quality education and to be globally competitive.

Theme 4 Giving back to the community

Participant 1 shared that as head of the community extension office, she finds fulfillment in her work. She can help and inspire other people as well and doing her job is her way of giving back to the community.

> *"We always tell this to our students and volunteers during the orientation that volunteers are not being paid because you are special and they cannot afford to pay you. We are inspired to work because, I do not know, maybe, it is a calling that I am here. I am happy that I am able to mingle with different kinds of people. I meet a lot of people along the way because I coordinate with different agencies. That makes me happy. You can help and inspire other people as well and this is your way of giving back to the community. You share what you have. You give back even a little but you are blessed compared to other people. This is what I want my students to realize also."(Participant 1, L133-142)*

Participants 1 and 2 shared that the advocacies of the president and the coordinator of the community extension service have an influence on what CSR initiatives or community extension programs should the HEI implement.

> *"We give our service voluntarily. They pay us for gasoline but mostly we do not charge them and we do not ask them. It is really for the service of the community because that is the advocacy. It is not just because we had earnings for the training. Now, it is our time to return to the community. So, we give free service if they need us. If they have medical conditions like a stomach ache, taking their blood pressure or vital signs or trainings. We gave it to them for free. We do not ask for any financial support of whatever and the school itself supports the program." (Participant 2, L402-409)*

"This is one of the advocacies of Sir Allen (Quimpo) - education for all. We also have skills and livelihood and basic literacy where our Basic Education department conducts tutorial classes to the kids of New Buswang. There is another thing that we promote and these are the three acts of goodness because we are a partner of Guang Ming College. We promote the three acts of goodness: think good thoughts, speak good words and do good deeds. Actually, we implement this in the school and we share this to the community." (Participant 1, L180-187)

Through the conduct of CSR initiatives, the coordinators and directors of community extension have become instruments in opening the minds of the stakeholders and in reminding them especially the faculty, staff and students on the responsibility of giving back to the community. Through its stakeholders, HEIs have the obligation to share technical knowledge, skills and resources to the community. This means that concern for the well-being of the people in the community is of paramount importance. Thus, community extension coordinators and directors should conduct CSR initiatives which are engrossed with life skills and capability building programs so that the people will become self-reliant and that would help them in uplifting their lives. Moreover, the CSR initiatives are supported by the personal advocacies of community extension coordinators and directors as well as the head of HEIs.

Exemplifying commitment

Another participant from a private HEI said that the participation of the faculty members and students in their CSR initiatives or community extension programs has become part of the culture of the HEI.

> *"Hmm, before it is really hard to implement the programs because only a few participate. But eventually, it has become part of our culture." (Participant 1, L241-242)*

Participant 1 added that they have to be creative to inspire people to participate in the community extension programs.

> *"You have to be very creative on how are you going to inspire them to attend the seminar or meeting since you are taking their time." (Participant 1, L261-263)*

Participants 3 and 6 said that it is really hard to do their jobs as coordinators but they are trying their best to overcome the challenges and fulfill their obligation.

Participant 6 specifically said that they always prepare for contingency and they have an intervention. He finally said that there are so many opportunities or areas for growth in the community extension office.

> *"Not really. Hahahaha. But then, through formation, the values should be instilled to them. They should not rely on us but we are trying to form them to become self-reliant. They should not rely on what we give to them otherwise if we just give them what they need then, we are not helping them. There is a saying, "teach them how to catch a fish." So, we will teach them how to stand on their own, to stand on their own feet. That is it. It is really hard." (Participant 3, L732-738)*

"Our practice is that for every activity, we have lessons learned. Whether it is positive or negative, we discuss and record it. We document everything including what has been done and said and we make it a point that after the meeting we should move forward. We always prepare for contingency. We will have an intervention if we notice that we are about to fail in a certain area. We have a strategy for it. But then, I find it enjoyable working in the extension and community services. There are challenges and opportunities not just financially, but there is also management opportunity. So many areas to grow."(Participant 6, L1666-1674)

Participant 1 also said that they have developed the spirit of volunteerism and they are inspired to work or participate in the activities because they are happy about it. She said that it is their way of giving back to the community and sharing what they have. This is what she wanted the students to realize.

"Through the spirit of volunteerism, our students realize that we cannot help each one but as an individual we could help in our own little way. We always tell this to our students and volunteers during the orientation that volunteers are not being paid because you are special and they cannot afford to pay you. We are inspired to work because, I do not know, maybe, it is a calling that I am here. I am happy that I am able to mingle with different kinds of people. I meet a lot of people along the way because I coordinate with different agencies. That makes me happy. You can help and inspire other people as well and this is your way of giving back to the community. You share what you have. You give back even a little but you are blessed compared to other people. This is what I want my students to realize also." (Participant 1, L130-142)

Participant 4 pointed out that the main reason why their teachers volunteer is they are Libacaonons. This means that they have a responsibility towards their own hometown.

> *"Good that there are people in the College who really wanted to volunteer. They volunteer because, first, they are Libacaonons."(Participant 4, L1034-1035)*

Exemplifying commitment implies that the community extension coordinators and directors reflected on the real essence of extension. Their work involves challenging tasks and diverse roles to perform. Nevertheless, they find satisfaction and self-fulfillment. The coordinators and directors are motivated to work and achieve their objectives because they have touched and changed peoples' lives. In the community for instance, they have imparted learnings and values formation while in their workplace or the HEI they have developed teamwork, collaboration with stakeholders and spirit of volunteerism. Additionally, the altruistic feeling, happiness in working with people, receiving good response from the community, getting support from HEI stakeholders, and having the sense of responsibility contributed to their contentment, tenacity, and love for their job.

In a study of CSR programs of four private universities in the Philippines, Medallon, 2014 (cited in Muya & Luansing, 2016) found that community extension is integrated in the curriculum to hone and develop among their students the sense of volunteerism and responsibility. It plays a vital role for bringing about social transformation. The students realize that

such endeavor is voluntary and that they spend ample time and energy without any material compensation in return.   Weiss (2016) mentioned in his article a comment of Ong Ye Kung, the acting Minister for Education of Singapore. He said that institutions of higher learning imbue in our young the spirit to work together, give back to our community and society, and realize the differences they can make as a generation (Weiss, 2016).

The CSR theory of Carroll (cited in Peric & Delic, 2016) explains the four responsibilities of organizations towards the society and these are the economic, legal, ethical, and discretionary (philanthropic) responsibilities. These four dimensions of social responsibility collectively correspond to the social aspect of the triple-bottom-line. Based on the legal dimension, organizations are expected to abide by the laws and government regulations of a certain country or community. However, these may become outdated and may not reflect all the concerns of the stakeholders due to the rapid societal and technological changes. The ethical dimension requires organizations to operate in an ethical manner.   On the other hand, discretionary dimension is related to voluntarism or philanthropy. This is an act or desire of the organization to extend help to people through acts of charity and does not expect anything in return (Carroll, 2003).

Consequently, the institutionalization of CSR practices also have favorable effects on the perspective of the CSR initiatives coordinators and extension services directors. The tenacity and audacity of coordinators show

proof that they are committed to their work, they have internalized their functions and duties and they have self-fulfillment in promoting CSR initiatives in the HEI. C Chen et.al., (2015) elucidated that social responsibility is a responsibility not a requirement. The institution gets closer to the community and through the sustained interaction with them, HEIs inculcate among the students, employees and faculty members the spirit of voluntary work (Chen et.al., 2015).

Taking care of the environment

Participant 1 said that one of their CSR initiatives is environmental awareness and conservation. She said that their program concerning the environment is successful. They partner with the local government in promoting one of the tourist spots of the municipality.

> *Yes, ah, here at our school, we have developed different initiatives. So, this has been approved, discussed with the department heads and by the management of the school. So, we have four. We have environmental awareness and conservation. Next is information and education campaign, literacy and capability building and skills and livelihood training. (Participant 1, L33-38)*

> *Ah, for the environmental, I can say that it is successful because we have been a partner of Bakhawan Eco Park. So, our students go there regularly if not   every weekend or every Saturday except if we have school activity. (Participant 1, L174-177)*

Participant 2 likewise conduct CSR initiatives on the environment. This is participated by the HEI employees. Unfortunately, they encountered problems when the subject of their program was temporarily closed.

> *Not all employees ma'am. They participate only in times of medical mission. If the community extension has special activities like tree planting then, the employees also participate. We also have a program with Bakhawan Eco Park but we had a problem when it was temporarily closed. So, we have not gone back to the Park yet. (Participant 2, L379-383)*

Participant 4 also stated that they are part of the cleaning program of the DENR. The DENR is focused on cleaning the municipality. Participant 4 pointed out that they have active participation in this campaign.

> *One of those is we participated in the cleanliness program and we have our part there cleaning the stage and the community. I started asking now for a tie-up with the Barangay Council to initiate the dengue prevention program of the community for sanitation but it has not yet been done. That is all, ma'am. (Participant 4, L864-868)*

> *One of the problems in Libacao is sanitation. In fact, we are helping the DENR in cleaning the municipality. We have been helping the DENR so we already have a part in their campaign program. The people really find the things we do favorable to them. They are happy because they were given toilet bowls and the drainage infested by mosquitoes are cleaned. If we call them for a meeting, they would gladly attend. They have active participation. We only lacked funding. (Participant 4, L976-982)*

The students are involved in the environmental project of Public HEI E. According to Participant 5, the students plant propagules in the coastal area to prevent erosion. She emphasized that the graduating students are required to plant 10 to 15 propagules. Moreover, the faculty members collaborate with agencies like LGU and DBP in planting mangroves, developing oyster culture and constructing fish cages.

> *For example the Marine Biology students are planting propagules in the coastal area along the river. We are planting in the riverbank in order to prevent erosion. The mangroves hold the soil and these serve too as the shelter of aquatic resources. So, this is the project of the students and we credit it as their extension work. The graduating students are required to plant 10 to 15 propagules. For the faculty members, they collaborate with other government agencies like the LGU and DBP. They have planted already in Isla Kapispisan. It is a joint project of ASU and LGU. They have planted mangroves, developed oyster culture and constructed fish cages. This is the project of students and faculty and other offices who are willing to render services. (Participant 5, L1153-1163)*

This simply implies that coordinators and directors of community extension show care and concern for Mother Nature. Taking care of the environment is in compliance with the triple bottom lines of people, planet and profit. This means also that coordinators and directors of community extension have a significant role in caring for the environment and this should be inculcated in all of their programs.

In the context of business practice and strategy, the triple bottom line coined by John Elkington literally means the three bottom lines: the financial bottom line, the social bottom line, and the environmental bottom line. The triple bottom line is also referred to as the 3Ps: profit, planet, and people. As elaborated in an article by Calderon (2017), the triple bottom line approach means that a sustainable business can generate profit in ways that benefit people while not harming the planet. Additionally, the triple bottom

line is an approach which business firms used to gauge its sustainability and understand its role in sustainable development (Elkington, 2018).

According to Elkington (2018) to be sustainable in the long run, business organizations must perform three responsibilities. The first responsibility is to generate profit in order to sustain its operations. Second, business organizations must respond to the needs of its stakeholders. This responsibility is needed to maintain social sustainability. Finally, business organizations, like responsible citizens, must also protect and preserve the natural environment. Business organizations must be aware of the environmental impacts of their business and must adopt measures to control and manage these impacts. Regardless of size, businesses must be environment-friendly in all aspects of their operation (Alcaniz et al.; Agarwala, cited in (Roxas and Chadee, 2012).

Business organizations have a significant role in the protection and preservation of the environment. Organizations need to be aware of its environmental responsibilities and must play an active role in engendering ecological sustainability Marcus & Fremeth; Starik & Rands, (cited in Egri & Ralston, 2008).

Theme 5 Sustaining the CSR

HEIs make sure that the programs they give to the community is sustainable. The main objective is to have a sustainable program that will not only be good for today but also for the long term.

> *"Then, this program should be sustainable. This is really our objective that it will not only be good for today but it should be for long term. So, this program should be sustainable so that the community will feel that our program is useful and for the long term not that it is only a one time implementation. At first, we really find it difficult but eventually we are learning how to implement the community extension program. We really encourage them to get involved because we are under accreditation and this is a requirement. Everyone knows about it because they are involved." (Participant 1, L101-109)*

HEIs monitor their programs especially those that are funded by other agencies to determine their sustainability.

> *"We monitor the project to see to it that there is the sustainability of the project especially if it involves money." (Participant 5, L1140-1141)*

Sustainability denotes a challenge for some of the HEIs because it requires time and a specific person who will constantly monitor their projects.

> *"The challenge maybe is the sustainability. Example is our vegetable plantation. It really needs someone who will take care of it. Sometimes the vegetables grow old and so there should be someone who regularly checks and monitors it." (Participant 1, L256-259)*

According to Participant 5, the importance of extension services is not only to give technology to the people in the community but also to sustain them for development through the knowledge, skills and values imparted.

"Actually, our vision is to really give the technology to the people in the community and to sustain not only through giving lecture or talking about the topic but to sustain them for development. Also to sustain the knowledge, skills and values because the school has a campus ministry for values formation."(Participant 5, L1240-1244)

"All programs of all colleges should be aligned towards building a sustainable agriculture and fishery." (Participant 6, L1377-1379)

Participant 6 likewise emphasized that sustainability is not only done by providing inputs to the people but also by teaching them proper capacity building on managing their own resources.

"Based on our manual we follow the philosophy which states extension teaches people to do things and not a system of doing things for people. In extension we teach or train the people in the community to be independent, to learn specific skills or technology so that after the project has been phased out or after we leave it to them, they are capable of governing and producing for themselves. It is not sustainable to provide only inputs without giving them proper capacity building on managing their own resources. They should be totally management capable."(Participant 6, L1421-1428)

Extension activities of higher education institutions in the Philippines are not just for accreditation purposes but more specifically to facilitate sustainable development in poor communities (Medina, 2018). Sustainability is the ultimate measure of the success of CSR initiatives or community extension programs. HEIs should ensure that the programs they give to the people in the community are sustainable. Sustaining the CSR

initiatives means that community extension coordinators and directors should adopt a strategic plan.

Under a sustainable development strategy, education plays a major role. Chan, et.al. (2015) mentioned that economic, societal and environmental concerns are linked together by education. As a powerful tool, education guides households and communities, even nations towards a more sustainable future. UNESCO (2007) declared that education contributes largely to human development. It is seen as a driver, a vehicle, a trigger, a core value, or a key factor in the creation of learning societies. Chan, et.al. (2015) further stated that higher education institutions are like trees which have strong and rigid roots that links the local environment to a larger international field of knowledge.

As elaborated in an article by Calderon (2017), the triple bottom line approach means that a sustainable business can generate profit in ways that benefit people while not harming the planet. Additionally, the triple bottom line is an approach which business firms used to gauge its sustainability and understand its role in sustainable development (Elkington, 2018).

According to Elkington (2018) to be sustainable in the long run, business organizations must perform three responsibilities. The first responsibility is to generate profit in order to sustain its operations. Second, business organizations must respond to the needs of its stakeholders. This responsibility is needed to maintain social sustainability. Finally, business

organizations, like responsible citizens, must also protect and preserve the natural environment. Business organizations must be aware of the environmental impacts of their business and must adopt measures to control and manage these impacts. Regardless of size, businesses must be environment-friendly in all aspects of their operation (Alcaniz et al.; Agarwala, cited in (Roxas and Chadee, 2012).

Triple bottom line is likewise coined as the kita, kapwa, kalikasan in the Philippines according to an article published by the **Foundation for a Sustainable Society** (2015). There are a number of business organizations in the Philippines that have adopted the triple bottom line approach to sustainability. The government as well as international organizations recognizes the sustainable practices of organizations which highlight the organization's leadership commitment in sponsoring CSR initiatives, sustainability of its programs, workforce involvement, relevance of the project, and its social impact in society.

HEIs should adopt a sustainability framework or its CSR initiatives or community extension programs should integrate sustainability principles to ensure a long term impact. Chen et.al., (2015), in their published journal on University Social Responsibility (USR), mentioned the Association of Southeast Asian Nations (ASEAN) University Network which proposed an AUN USR and Sustainability conceptual framework. The major components of this framework are: (1) teaching and learning, research and

academic services, (2) university's governance and administration, (3) community involvement, and (4) campus life in order to promote USR practice and address the social, economic, and environmental challenges facing in ASEAN Community. The SCOPE framework of USR, developed as a result of existing literature and research, is composed of the following: social, sub-social, cognitive, organizational, philanthropic, economic, ethic, environmental, and educational (Chen et.al., 2015).

Evaluating and Monitoring CSR Initiatives

Evaluation and monitoring of the programs are the important functions of the office of the extension services. Each HEI has its own way of monitoring their CSR initiatives or community extension programs.

> *"Before, extension work is not as serious as today. After you have extended lectures to people, there is no monitoring. But now there should be monitoring from the funding institution if it would really help uplift the lives of the people. That is the work of my office." (Participant 5, L1246-1250)*

One is through conducting an impact study. The impact study is done regularly to determine if the programs were effective and if their beneficiaries were happy about it.

> *"So, we conduct an impact study. This is spearheaded by me in partnership also with all the departments. We are set to conduct an impact study in March next year to know the impact, if the program was effective, if it was implemented well, and if our beneficiaries were happy about it." (Participant 1, L150-154)*

> *"We monitor the project if it really benefits the community." (Participant 5, L1144-1145)*

Monitoring is also conducted to determine the sustainability of a funded project.

> *"We monitor the project to see to it that there is the sustainability of the project especially if it involves money." (Participant 5, L1140-1141)*

Moreso, monitoring enables the HEIs to receive feedbacks and to identify their shortcomings about the program. They can then develop plans in order to improve and develop their program.

> *"Ah regarding that aspect they (faculty members) monitor the results, Ma' am of our program. Like now we have and update on our feeding program in Makato. The advisers really monitor the programs and they give us the feedbacks on its status so that by January, we could identity our shortcomings and develop a plan for the said programs." (Participant 2, L434-438)*

But, Participant 2, said that in monitoring they invade the privacy of the people in the community.

> *"One thing more is because we really intend to put our program in place. We really need to be at their community or even invade their privacy just like an immersion to really monitor if they follow our teachings to them." (Participant 2, L517-520)*

In monitoring their CSR initiatives or community extension programs, public and private HEIs should observe proper documentation. According to Participant 1, when the programs are not documented well, it

is equivalent to no implementation and earns no credit in accreditation.

Proper documentation is needed for accreditation purposes.

> *"We conduct evaluation, planning and implementation. What needs to be done in order for the program to be successful? We also have a regular meeting. We even teach them documentation. This is another challenge- the proper documentation because our programs should be well documented. Otherwise, it has no credit or there has been no implementation. Others implement their programs without documentation because we do a lot of things. This is especially needed for accreditation."* *(Participant 1, L286-293)*

> *"This is well documented especially we are being accredited."(Participant 5, L1213-1214)*

> *"So we really have to monitor that our extension services meet our target. This is also needed in accreditation."(Participant 6, L1519-1520)*

> *"During accreditation the students really are required to have participation." (Participant 6, L1495-1496)*

Participant 6 emphasized that the public HEI has standard evaluation forms and they have introduced a results based monitoring. According to Participant 6, since instruction is mandated by CHED to be outcomes-based, extension should also be results-based.

> *"The university is ISO 2009-2015 certified. We have standard forms to evaluate client satisfaction. We have a target and every month we submit it to the Office of the President and quarterly to the DBM. We have a regular monitoring. For every training and consultation we conduct a client satisfaction survey. We really have standard forms for that." (Participant 6, L1543-1547)*

> *"We are now introducing the new mode of monitoring which is the results based monitoring. Now we are after the number of how many of the 30 participants adopted the knowledge or skills or how many percent is the increase in knowledge so we have pre and post test to determine how many adopted the knowledge. Since instruction is mandated by CHED to be outcomes-based so in extension we make it a point that it is also results-based."*
> *(Participant 6, L1553-1559)*

Evaluating and monitoring the CSR initiatives implies that the coordinators and directors of community extension have control over the CSR initiatives. They have to prepare a valid evaluation and monitoring instrument in order to obtain reliable results. They can also utilize a standardized instrument which is applicable for their programs. Then, community extension coordinators and directors need to carefully analyze the results so that they can make conclusions and give definite recommendations if needed. The recommendations will be their bases for preparing a strategic plan and also for their subsequent plans to another target beneficiary or community.

Evaluation and monitoring are conducted by HEIs to ensure that their objectives have been achieved and for the sustainability of their projects. CMO No. 52, s. 2016 specifically requires faculty members or researchers to provide a monitoring and evaluation plan with timetable. Periodic accomplishment reports and documentation of CSR initiatives or community extension programs are required also by CHED and for

accreditation purposes. According to Llenares & Diocares, (2018), as HEIs are concerned with delivering extension programs to reach development goals, it is integral that academic institutions should also monitor and evaluate the outcomes of their community programs at the grassroots level.

Gaining benefits for HEI, faculty members and students

Participation of the faculty members and students in the CSR initiatives or community extension programs is required in private HEIs because it has become part of their culture. Their attendance is being checked and they have a record for each student and faculty member. Faculty members are required because their participation is used as a basis for promotion.

> *"Hmm, before it is really hard to implement the programs because only a few participate. But eventually, it has become part of our culture. It is because our attendance is being checked. We have a record now for each student as well as the faculty member. So, the faculty really have to participate in order for them to have a certificate of participation and it will be part of their records in the HR. It will be used as a basis for promotion because it is one of your responsibilities to get involved in the programs of the school and they are happy about it." (Participant 1, L241-248)*

Participant 4 also shared his experience regarding their faculty members who are easily absorbed by the Department of Education because they get two (2) points for their community service. Their participation in the community service of the local community college helped them for the ranking purposes.

"Good that there are people in the College who volunteered. They volunteer because, first, they are Libacaonon. Second, so that they will not be separated from their family. What will you do with P5,000.00 if you will be assigned in the far-flung areas? Third, and one of the most important reasons, is that teachers needed it for ranking. That is why many or our teachers leave the College and this is one of our big problems, I am telling you. When they apply for position in the DepEd, within two (2) years they will leave the College already. They have earned the experience and they get two (2) points for their community service. So, they are easily absorbed by the agency." (Participant 4, L1034-1043)

Participant 6 furthermore expressed that one of the challenges he encountered in the implementation of their extension services is the ageing faculty. The faculty members do not participate in their extension services because they have reached the maximum points for merit and promotion. This means that faculty members only participate to earn points for merit and promotion.

"We encounter problems with our ageing faculty. The senior faculty members who are about to retire. They do not engage anymore because they are near to their retirement age. Others do not want to conduct extension because they have reached the maximum points for merit and promotion but we are doing our side to still convince them to engage. I told them that the real professor professes and shares their knowledge, skills and technology. The investment of the government in sending them to trainings and graduate school will be useless if they do not share it with the community and if they cannot mentor the younger generation or faculty." (Participant 6, L1618-1627)

Extension services also give benefit to the whole HEI because one of the requirements in the giving of performance based bonus or PBB is the extension services extended by the university. According to Participant 6, extension is a big point contributor. Hence, HEIs have to ensure that they meet their target otherwise they will not be entitled to the PBB.

> *"Based on our data for the last three years and even this semester we are above target. We complied with our targets because we ensure that we meet our target for the year because the whole university will be affected. In performance based bonus, one of the requirements is extension. Extension is a big point contributor."* (Participant 6, L1512-1516)

The students and faculty members of the public HEIs are involved in the extension and community services. Students participate because the extension services are regarded as a requirement in their projects and credited as their extension work. As stated by Participant 5, the graduating students are required to plant 10 to 15 propagules. The faculty members are also engaged in the extension services.

> *"In fisheries, our students are the ones who extend the services. For example the Marine Biology students are planting propagules in the coastal area along the river."* (Participant 5, L1152-1154)

> *"So, this is the project of the students and we credit it as their extension work. The graduating students are required to plant 10 to 15 propagules. For the faculty members, they collaborate with other government agencies like the LGU and DBP."* (Participant 5, L1156-1160)

Faculty members and students receive benefits when they participate in the conduct of CSR initiatives. The coordinators and directors of community extension should endorse this practice of giving credits to students and faculty members because it is a motivating factor for them to participate in the CSR initiatives of the HEI. Thus, it helps in the sustainability of the CSR initiatives or community extension programs. However, this implies also that the coordinators and directors should emphasize the true essence of community service. The coordinators and directors should clarify that they are obliged to participate because they have a responsibility to give back to the community and to take care of the environment and not because they have gained something or served a personal interest from it.

Along with the monetary grant provided by the CHED for faculty members is the provision on Qualitative Contribution Evaluation (QCE) of the Manual on Position Classification and Compensation of SUCs. The manual states that in addition to the Common Criteria for Evaluation (CCE), promotions to higher rank and sub-rank shall be subject to QCE. Qualitative Contribution is the continuous improvement towards excellence by a faculty member in all four (4) functional areas of the institution, namely: instruction, research, extension and production (USTP Faculty Manual, 2018).

CMO No. 52, s. 2016 likewise pointed out that through extension programs, students' learning experience can be enhanced. Republic Act

9163, otherwise known as National Service Training Program (NSTP) Act of 2001 also highlights the commitment of HEIs to provide, promote, and sustain community service (Llenares & Diocares, 2018). Furthermore, in a study conducted by Rubio, Pentinio, Ascan, Mendoza, Vito, & Encio, (2016) to assess the community extension program of one HEI in the Philippines, the results revealed that the students were well involved in the community extension program and can expect benefits that will help them grow to a more productive and efficient students and member of the community.

IJSER

Chapter IV

MODEL

Rationale

This model is specifically intended for public and private HEIs in the province of Aklan taking into consideration the particulars and scale of the higher education institutions.

Compared to other existing frameworks or models on CSR initiatives, this model lists down the best practices of HEIs specifically of the community extension coordinators and directors. The best practices serve as the criteria in the formulation of a strategic plan which would ultimately lead to sustainable CSR initiatives or community extension programs. Also, it highlights the responses of HEIs to challenges and strengthens the support in the building of the HEI value through the active management of the economic, social and environmental impact.

The model shows that sustainability is achieved through the adoption of a strategic plan which is prepared by the coordinators and directors of community extension. In preparing the strategic plan, there are significant aspects which must be integrated in the plan. The strategic plan should reflect the following: alignment with the vision and mission of the HEI which includes the conduct of needs assessment; collaboration with the

office of Academic Affairs and Human Resource as well as partnership with government and non-government organizations; compliance with CHED mandate and with accreditation requirements; participation of the faculty members, staff and students; sufficient funding and financial support from the HEI or partners; giving back to the community, taking care of the environment and commitment.

Furthermore, the strategic plan should be flexible or include an area for contingencies so as to consider improvement or enhancement recommendations based on the results of evaluation and monitoring. Once the results of the evaluation and monitoring reveal that there is already sustainability in the target community, when the people in the community have become self-reliant and there are positive effects to the environment, the coordinators and directors can proceed to another community. Consequently, the HEI, the faculty members and students gain favorable benefits. These benefits are the reasons HEIs and the stakeholders aim for and support the sustainability of its CSR initiatives or community extension programs.

The community extension coordinators and directors of public and private HEIs should adopt this model because they have a significant role in achieving the ultimate goal of sustainability in the conduct of its CSR initiatives or community extension programs.
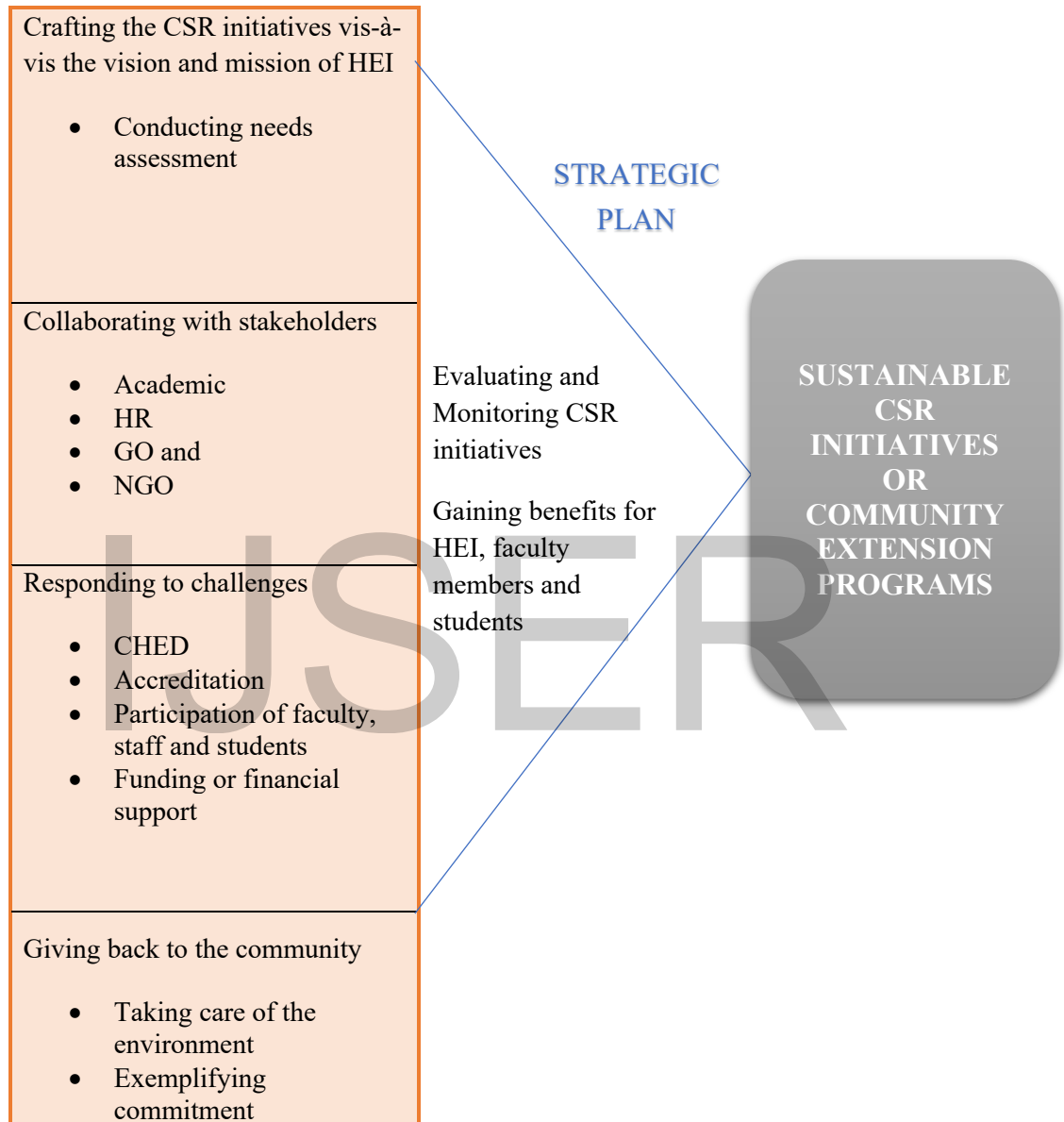
Figure 1. **Model that emerged from the lived experiences of the community extension coordinators and directors of public and private HEIs**

Chapter V

SUMMARY OF FINDINGS AND RECOMMENDATION

This chapter presents the summary of findings in terms of the description of the themes and how it creates relationship to come up with the creation of a model of CSR initiatives or community extension programs.

Summary of Findings

The study determined the lived experiences of the community extension coordinators and directors of public and private HEIs. These lived experiences imply that the coordinators and directors have challenging but significant roles to perform in the conduct of their CSR initiatives or community extension programs. These are transformed into significant aspects or into a criteria in developing a strategic plan in order to achieve sustainability. Furthermore, a model is developed to illustrate how HEIs, through the community extension coordinators and directors, could achieve sustainability of its CSR initiatives or community extension programs.

The themes which emerged from the lived experiences of the community extension coordinators and directors of public and private HEIs include the following:

First is the crafting of the CSR initiatives vis-à-vis the vision and mission of HEI and conducting needs assessment. The CSR initiatives or community extension programs should be aligned with the vision and

mission of HEIs. For public HEIs, CSR initiatives or community extension programs should also be aligned with the national government plans and goals and to the extension thrust and agenda.

The office of the community extension of HEIs has to conduct a needs assessment prior to the formulation and implementation of their CSR initiatives or community extension programs. It is important for the HEIs to determine the most important needs of their target community because these will serve as their guide for future actions.

The second theme is collaborating with stakeholders. The different stakeholders of HEIs include among others the management, department heads, academic and non-academic employees, students, parents and the industry. Collaborating with them is an important skill which CSR initiatives coordinators and extension services director should have. Collaborating implies working together towards the same goal. Collaborating with government and non-government organizations is necessary because these organizations can give technical and financial support to the CSR initiatives of HEIs.

Responding to challenges emerged as the third theme. The challenges which community extension coordinators and directors need to address include the lack of participation of faculty members and staff, the lack of funding or financial support, the mandate of CHED, and the rigid requirements of accreditation.

Coordinators and directors of community extension must not only encourage but also require the participation of faculty members and staff in the implementation of CSR initiatives. Lack of enough funding for CSR initiatives or community extension programs is one of the concerns of both public and private HEIs especially public HEIs because they rely solely from the budget the government provides for them.

HEIs perform or engage in extension activities because of the clear mandate of the law, CHED and accrediting bodies. HEIs voluntarily apply for accreditation to enhance the quality of education it provides. The stakeholders specifically the faculty members, students and employees are not exempted from this obligation and are therefore assigned tasks and responsibilities by the community extension office.

The fourth theme which emerged is giving back to the community with the sub-themes of taking care of the environment and exemplifying commitment. Through the conduct of CSR initiatives, the coordinators and directors of community extension have become instruments in opening the minds of the stakeholders especially the faculty, staff and students on the responsibility of giving back to the community. Through its stakeholders, HEIs have the obligation to share technical knowledge, skills and resources to the community.

The work of community extension coordinators and directors involves challenging tasks and diverse roles to perform. Nevertheless, they

find satisfaction and self-fulfillment. The coordinators and directors are motivated to work and achieve their objectives because they have touched and changed peoples' lives. The institutionalization of CSR practices also have favorable effects on the perspective of the CSR initiatives coordinators and extension services directors. The tenacity and audacity of coordinators show proof that they are committed to their work, they have internalized their functions and duties and they have self-fulfillment in promoting CSR initiatives in the HEI.

Taking care of the environment implies that coordinators and directors of community extension have a significant role in caring for the environment and this should be integrated in all of their programs.

Finally, sustaining the CSR emerged as the fifth theme. Evaluation and monitoring are conducted by HEIs to ensure that their objectives have been achieved and for the sustainability of their CSR initiatives or community extension programs. Once the results of the evaluation and monitoring reveal that there is already sustainability in the target community, when the people in the community have become self-reliant and there are positive effects to the environment, the coordinators and directors can proceed to another community. Consequently, the HEI, the faculty members and students gain favorable benefits. These benefits are the reasons HEIs and the stakeholders aim for and support the sustainability of its CSR initiatives or community extension programs.

Reflection

Based on the analysis of the research findings, the lived experiences of community extension coordinators and directors in the conduct of CSR initiatives or community extension programs manifested that they have a very important and challenging job in the HEI.

Crafting the CSR initiatives vis-à-vis the vision and mission of HEIs simply implies that coordinators and directors must possess a broad knowledge and understanding of the vision and mission of the HEI. It requires them to come up with initiatives and programs translating the vision and mission.

Coordinators and directors have to deal with different kinds of people. For instance, they have to visit their target communities personally and conduct an interview with the people. They should also engage themselves with the community through the barangay leaders, talk to them, and mingle with them and take note of their observations as these are sufficient data needed for their assessment. Conducting needs assessment requires time and effort on the part of the coordinators and directors.

The coordinators and directors also need to deal with the different stakeholders of HEIs. Collaborating with them is an important skill which they should have. Also, it implies that they have to delegate tasks, give responsibilities, and allow to make proper decisions, respect such decisions and to trust one another. Collaborating with government and non-

government organizations is necessary because these organizations can give technical and financial support to the CSR initiatives of HEIs.

One of the challenges of community extension coordinators and directors is the lack of participation from faculty members, staff and students. This implies that they need to seek help from the office of the Academic Affairs and Human Resource or conduct orientations and other activities to motivate faculty members, staff and students to participate in CSR initiatives or community extension programs.

The lack of funding or financial support poses another big challenge and this gives an implication that coordinators and directors have to rely on their existing resources. They should deliberate on their priority projects and should allocate their budget properly. The coordinators and directors of community extension, therefore, should reflect on exerting their efforts and resources well and to do their best to achieve sustainability.

Another tedious but important task of coordinators and directors is the evaluation and monitoring of CSR initiatives or community extension programs. They have to endure the rigid preparation of accomplishment reports and other necessary documents to comply with the requirements of CHED and accrediting bodies. Then, they need to carefully analyze the results of the evaluation and monitoring so that they can make conclusions and give definite recommendations if needed. The recommendations will

be their bases for preparing a strategic plan and also for their subsequent plans to another target beneficiary or community.

The HEI, faculty members and students receive favorable benefits in the conduct of CSR initiatives. Thus, this helps in the sustainability of the CSR initiatives or community extension programs. Sustainability is the ultimate measure of the success of CSR initiatives or community extension programs. HEIs should ensure that the programs they give to the people in the community are sustainable. Sustaining the CSR initiatives means that community extension coordinators and directors should adopt a strategic plan.

Nevertheless, even if the coordinators and directors have a tough and challenging job, they find happiness and self-fulfillment in their work. They have become instruments in opening the minds of the stakeholders and in reminding them of the responsibility of giving back to the community through the sharing of technical knowledge, skills and resources as well as in taking good care of the environment.

The coordinators and directors are motivated to work and to achieve their objectives because they have touched and changed peoples' lives. They have developed teamwork, collaboration, spirit of volunteerism, and sense of responsibility for the community and environment. Additionally, their happiness in working with people, receiving good response from the

community, getting support from HEI stakeholders and altruism contributed to their contentment, tenacity and love for their job.

Recommendations

Based on the findings of the study, it is recommended that public and private HEIs should adopt a clear and detailed CSR strategic plan. The strategic plan should include the vision, mission statements, core values, long term goals, yearly objectives and action plans of the HEI. It should also contain the vision, mission and goals of the office of the community extension. The plan should also consist of a strength, weakness, opportunity and threat (SWOT) analysis to provide a situational evaluation of the HEI. Furthermore, the strategic plan should cover the following: area of concern, objectives, description of the initiatives or activities, a time frame, the human resources involved, identification of target beneficiaries, funding, expected output and success indicators. The areas of concern must reflect the triple bottom lines or the three (3) Ps: people, planet, and profit. The objectives must adhere to the SMART principle which is an acronym for specific, measurable, achievable, realistic and time-related. The CSR initiatives or activities must be clearly described. The time frame must also be specified in the plan. The stakeholders or human resources involved should be provided as well as the names of the target beneficiaries. The plan should also state the funding institution and the amount of fund needed for

the conduct of the initiatives. Lastly, the expected outputs and success indicator should be elaborated

It is also recommended that a committee should be created headed by the office of the community extension and composed of the academic affairs, department heads as well as students. The committee will be responsible in formulating the action plans.

Aside from the NSTP courses, other subjects in the curriculum may be integrated with community extension or outreach programs. The extra-curricular activities of the students should also include community extension programs. However, there should be a definite schedule allotted in the school calendar for specific departments and the faculty members to conduct the CSR initiatives. These schedules should be given to the faculty members and department heads ahead of time or at the beginning of the semester to achieve their complete participation.

The office of Human Resource should implement a strong policy requiring faculty members to participate in community extension programs. The office can come up with policies and strategies to stimulate active participation of the faculty members and other HEI employees.

In order to strengthen the bond with and the support of the stakeholders, it is imperative that community extension coordinators and directors should maintain a good relationship with them and to involve them

in the regular meeting and discussions, and from time to time, hold team building activities with them.

Moreover, coordinators and directors of community extension could lobby to the top management for a bigger budget to help finance the CSR initiatives of HEIs and citing the trifocal functions of HEI as basis.

Evaluating and monitoring the CSR initiatives implies that the coordinators and directors of community extension have control over the CSR initiatives. Hence, it is likewise recommended that they have to prepare a valid evaluation and monitoring instrument in order to obtain reliable results. They can also utilize a standardized instrument which is applicable for their programs.

REFERENCES

REFERENCES

Achieving just, sustainable, and empowered communities through triple bottom line social entrepreneurship. (2015, November 03). Retrieved May 25, 2018, from http://www.fssi.com.ph/2015/11/achieving-just-sustainable-and-empowered-communities-through-triple-bottom-line-social-entrepreneurship/

Armstrong, M., & Taylor, S. (2014). Armstrong's Handbook of Human Resource Management Practice (13th ed.). Philadelphia, USA: Kogan Page Limited. Retrieved June 4, 2017.

Asemah, E. S., Okpanachi, R. A., & Edegoh, L. O. (2013). Business advantages of corporate social responsibility practice: A critical review. *New Media and Mass Communication*, *18*(3), 45-52.

Asemah, E. S., Okpanachi, R. A. and Olumuji, E. O. (2013). Universities and Corporate Social Responsibility Performance: An Implosion of the Reality. Jos: Great Future Press.

Bahrami, N., Soleimani, M.A., Yaghoobzadeh, A., Ranjba, H. (2016) Researcher as an Instrument in Qualitative Research: Challenges and Opportunities Vol 25, No 90 (2016). DOI: https://doi.org/10.22037/anm.v25i90.11584.

Berber, N., & Šušnjar, G. & Szlávicz, Á. & Baošić, M. (2014). Relationship Between Corporate Social Responsibility and Human Resource Management - As New Management Concepts – in Central and Eastern Europe. Engineering Economics. 25. 360-369. 10.5755/j01.ee.25.3.4222.

Calderon, F. (2017). Sustainability as Disruptive Innovation and Profit Driver. The Manila Times. Retrieved May 25, 2018.

Carroll, A. (2003). The Four Faces of Corporate Citizenship. Business and Society Review. 100. 1 - 7. 10.1111/0045-3609.00008.

Chan, Z. C. Y., Fung, Y. L., & Chien, W. T. (2013). Bracketing In Phenomenology: Only Undertaken in the Data Collection And Analysis Process? The Qualitative Report, 18(59), 1-9. Retrieved from http://www.nova.edu/ssss/QR/QR18/chan59.pdf

Community Extension Service and Advocacy (CESA) Manual (2013).

CHED Memorandum Order No. 40 series 2008 (Manual of Regulations for Private Higher Education of 2008)

CHED Memorandum Order No. 52 series 2016

Chen, S.-H., Nasongkha, J., & Donaldson, J. (2015). University Social Responsibility (USR): Identifying an Ethical Foundation within Higher Education Institutions. *The Turkish Online Journal of Educational Technology*, Volume 14 Issue 4.

Chaffers-Jones, R. (2006). Reflexivity and Whole Brain Thinking: An Exploration. Doctoral, Sheffield Hallam University (United Kingdom)..

Cohen D., & Crabtree B. "Qualitative Research Guidelines Project." (2008). http://www.qualres.org/HomeSemi-3629.html Retrieved June 21, 2017.

Conchada, M. P., & Tiongco, M. M. (2015). *Discussion Paper Series No. 2015-30.* PIDS.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). USA: SAGE Publications, Inc. Retrieved June 2, 2017.

Creswell, J. W. (1998). Qualitative Inquiry and Research Design: Choosing Among Five Traditions. Thousand Oaks, CA: Sage Publications

Delfin, N. D.. (2015). Fiscal Administration Variables and Productivity of State Universities and Colleges in Western Visayas, Philippines. *JPAIR Multidisciplinary Research Journal, 22(1)*. Retrieved from http://ejournals.ph/form/cite.php?id=12410

Deocaris, C. & Llenares, I. (2018). Measuring the Impact of An Academe Community Extension Program in the Philippines. Malaysian Journal of Learning and Instruction. 15. 10.32890/mjli2018.15.1.2.

Elkington, J. (2018) 25 Years Ago I Coined the Phrase "Triple Bottom Line." Here's Why It's Time to Rethink It.
Retrieved from: https://hbr.org/2018/06/25-years-ago-i-coined-the-phrase-triple-bottom-line-heres-why-im-giving-up-on-it

Guba, E. G., & Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (pp. 105-117). Thousand Oaks, CA: Sage.

Ilies, V., & Farcas, P.-A. (Vol 10 Issue 2(28) 2017). The Social Impact of CSR Campaigns Among a Higher Education Institution from Romania. Journal of Media Research, 113-128.

Kondakçi, Y., Gokmenoglu, T., Eret, E., & Aschenberger, F. K. (2014). Drivers behind business contributions to public education in turkey. *Egitim Ve Bilim, 39*(171) Retrieved from https://search.proquest.com/docview/ 1521714742?accountid=35994. Marketing, 43(3), 191–198.

Korstjens, I and A Moser.(2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. European Journal of General Practice, Vol. 24, No. 1, pp. 120-124.

Libacao Municipal Ordinance No. 19, series 2003, dated September 2003

Medina, M. P. (2018). A Community Extension Framework for Philippine Higher Education Institutions: A Model Developed from Small-Scale Climate Change Adaptation Projects of Central Mindanao University. *World Scientific News, An International Scientific Journal*.

Muya, G. R., & Luansing, B. M. (2016). Knowledge, Attiitudes, and Practices Regarding Corporate Social Responsibility in Selected Private Higher Education Institutions in Region IVA, Philippines. *LPU: Laguna Journal of Multidisciplinary Research*, Vol. 4 No. 4.

http://www.nvc.edu.ph/history/

http://www.nvc.edu.ph/research-extension/

https://www.facebook.com/St.GabCollege/

https://www.acc.edu.ph/

https://www.asu.edu.ph/

https://ched.gov.ph/list-higher-education-institutions/

Ogbechie, Chris & Amaeshi, Kenneth & Ikiebey, Godson & Fawehinmi, Abayomi & Adeleye, Ifedapo. (2016). The Role of HR in Corporate Social Responsibility and Sustainability in Emerging Economies. 10.13140/RG.2.2.11748.17287.

Othman, R., & Othman, R. (2014). Higher Education Institutions and Social Performance: Evidence From Public And Private Universities. *International Journal of Business and Society, 15*(1), 1-18. Retrieved from https://search.proquest.com/docview/1514821230?accountid=35994

Peric, J., & Delic, A. (2016). Developing Social Responsibility in Croatian Universities: A Benchmarking Approach and an Overview of Current Situation. *International Review on Public and Non - Profit Marketing, 13*(1), 69-80. doi:http://dx.doi.org/10.1007/s12208-015-0144-5

Polit, D. F., & Beck, C. T. (2014). Essentials of Nursing Research: Appraising Evidence for Nursing Practice (8th edition.). Philadelphia: Wolters Kluwer Health /Lippincott Williams & Wilkins.

RA 7722 Higher Education Act of 1994

RA 9163 (National Service Training Program)

Ralston, D. A., Egri, C. P., Karam, C. M., Naoumova, I., Srinivasan, N., Casado, T., Alas, R. (2015). The Triple-Bottom-Line of Corporate Responsibility: Assessing The Attitudes of Present and Future Business Professionals Across The BRICS. *Asia Pacific Journal of Management, 32*(1), 145-179. doi:http://dx.doi.org/10.1007/s10490-014-9376-x

Roxas, B., & Chadee, D. (2012). Environmental Sustainability Orientation and Financial Resources of Small Manufacturing Firms in the Philippines. *Social Responsibility Journal, 8*(2), 208-226. doi:http://dx.doi.org/10.1108/17471111211234842

Rubio, J.M., Pentinio, C.V., Ascan, J.C., Mendoza, M.C., Vito, J.V., & Encio, H.A. (2016). Involvement in Community Extension Program of Business Administration Students in one Higher Education Institution in the Philippines.

Sanchez, J., & Undong, M. (1st Semester AY 2015-2016). *Planning, Managing, Monitoring and Evaluating Extension Program.* .

Shosha, G. A. (2012). European Scientific Journal. Employment of Colaizzi Strategy in Descriptive Phenomenology: A Reflection of a Researcher 8(27), 31-43

Taghipour, A. (2014) Adopting Constructivist versus Objectivist Grounded Theory in Health Care Research: A Review of the Evidence. *Journal of Midwifery and Reproductive Health.*

Tufford, L., & Newman, P. (2012). Bracketing in Qualitative Research. Qualitative Social Work, 11(1), 80–96. https://doi.org/10.1177/1473325010368316

UNESCO 2007

University of Science and Technology of Southern Philippines. (2018 Edition). Faculty Manual.

Vlastelica Bakić, T., Cicvaric Kostic, S., Neskovic, El. (2015). Model for Managing Corporate Social Responsibility. UDC: 005.35 ;005.214 DOI:10.7595/management.fon.2015.0002

Weiss, B. (2016, August 12). The Rise of Social Responsibility in Higher Education. Global University Word News.

APPENDICES

APPENDIX A

Letter of Approval from the Dean

UNIVERSITY OF THE VISAYAS
Colon St., Cebu City

GRADUATE SCHOOL

June 4, 2018

ROSEMARIE C. ESPANOL, CPA, DM
Dean, Graduate School of Business
University of the Visayas, Cebu City

Madam:

Greetings!

I would like to request your permission to conduct a study entitled **CORPORATE SOCIAL RESPONSIBILITY INITIATIVES OF THE SELECTED HIGHER EDUCATION INSTITUTIONS IN AKLAN.**

This study will explore the lived experiences of Public and Private Higher Education Institutions on their Corporate Social Responsibility (CSR) initiatives in relation to its contribution to organizations, findings of which will be the bases in designing a model of CSR initiatives.

I am conducting this research study in partial fulfillment of the requirements for the degree Doctor of Management major in Human Resource Management in the Graduate School of the University of the Visayas, Cebu City.

Your approval to conduct this study will be greatly appreciated.

Thank you very much.

Very truly yours,

MA. ABIGAIL C. NOLASCO
Researcher

Noted by:

MARIA FE PLANCO-IMBONG, Ph.D.
Adviser

APPENDIX B

Letter of Approval from Participant's Office

UNIVERSITY OF THE VISAYAS
Colon St., Cebu City

GRADUATE SCHOOL

June 4, 2018

The President

Dear Sir/Madam,

Greetings of peace and love!

As a partial fulfillment of the requirements for the degree Doctor of Management (DM) major in Human Resource Management at University of the Visayas, Cebu City, I am currently working with my Dissertation entitled **CORPORATE SOCIAL RESPONSIBILITY INITIATIVES OF THE SELECTED HIGHER EDUCATION INSTITUTIONS IN AKLAN.**

This study will explore the lived experiences of Public and Private Higher Education Institutions on their Corporate Social Responsibility (CSR) initiatives in relation to its contribution to organizations, findings of which will be the bases in designing a model of CSR initiatives.

In view of this, I would like to request your permission to conduct an interview with the community extension coordinator and staff. Rest assured that all their responses will be kept confidential and will only be used for the objectives of this study.

Thank you and I hope that this request will merit your approval.

Very truly yours,

MA. ABIGAIL C. NOLASCO
Researcher

Noted:

MARIA FE PLANCO-IMBONG, Ph.D.
Adviser

Noted:

ROSEMARIE C. ESPANOL, CPA, DM
Dean, Graduate School of Business

APPENDIX C

Letter of Informed Consent

Consent for participation in Interview Research

I understand that I am being asked to participate in the research study from the Graduate School of the University of the Visayas, Cebu City. The study is purposively made to explore the corporate social responsibility initiatives of selected higher education institutions in Aklan.

If I agree to participate in the study, I will be interviewed for approximately 45 minutes to 60 minutes. The interview will be tape recorded and will take place within the premises of the school. No identifying information will be included when the interview is transcribed. I understand I will not receive any amount for participating in the study. There are no risks associated in the study.

My participation in this study is voluntary. I may withdraw my participation at any time I want. If I decide to continue my participation in this study, I will continue to be treated in the usual and customary fashion. If I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview. I realize that the knowledge gained from this study will help me.

I understand that all study data will be kept confidential. The researcher will not identify me by name in any report using information obtained from this interview. The information may be used for academic purposes only. However, the information may be used in research publications. I also understand that if I sustain injuries from my participation in this research, I will not be automatically compensated by the researcher.

If I need to, I can contact the IRB at UV Main, Colon Street, Cebu City; email: uvirb Telephone: +63 (32) 416.8607; anytime during the day.

The study has been explained to me, I have read and understood the consent form, all of my questions have been answered and I agree to participate, I understand that I will be given a copy of the signed consent form.

_____   _____
Signature of the Participant   Date

_____   _____
Signature of the Witness   Date

_____   _____
Signature of the Researcher   Date

APPENDIX D

Semi-Structured Interview Guide

Part One. Demographic Profile

Name   :_____

Sex   :_____

Designation/Position   :_____

Length of Service in
Community Extension Office:_____

Tel/Mobile Number   :_____

Email   :_____

Part Two. Questions on manifestation of, reasons for, and benefits of CSR initiatives

1. What are the CSR initiatives/community extension programs of your institution?

2. What is your CSR philosophy?

3. Do you have a CSR/ community extension program plan? What does it contain?

4. Who are involved in your CSR initiatives/community extension programs?

5. What is the rate of success of your CSR/community extension program?

6. Are your CSR/community extension programs successful? Why?

7. Can you please give specific evidences on the successful implementation of your CSR/community extension programs?

8. Who are your beneficiaries?

9. How do your beneficiaries react to your CSR/community extension programs?

10. What are the benefits of CSR initiatives/community extension programs to the beneficiaries?

11. Can you please give specific evidences of the benefits received by your beneficiaries?

12. What are the challenges encountered in the implementation of CSR initiatives/community extension programs?

IJSER

IJSER

TRANSCRIPTION OF THE INTERVIEW

Appendix E

Transcription of the Interview

PARTICIPANT 1

Good morning ma'am.
(Good morning ma'am.)
Good morning man ma'am.
(Good morning too, ma'am.)
Ako si Ma. Abigail C. Nolasco, estudyante it University of the Visayas sa Cebu City. Naga conduct ako makaron it study ag ro anang title hay Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. May mga pangutan-on ako kimo ag gina siguarado ko kimo nga ro imong mga sabat kara hay indi masayran it iba ag gamiton eamang imaw para sa akong study.
(*I am Ma. Abigail C. Nolasco, a student of University of the Visayas in Cebu City, I am currently conducting a study entitled Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. I will be asking you some questions and I assure you that your responses are treated with confidentiality and will be used only for the purpose of my study.)*
Ah okay, ma'am.
(Okay ma'am.)
Ano ro mga CSR initiatives o community extension programs it inyong eskwelahan?
(What are the CSR initiatives or community extension programs of your institution?)
Yes, ah, here at our school, nag develop kami ng ah different initiatives. So, this has been approved, discussed with the department heads and by the management of the school. So, we have four. We have environmental awareness and conservation. Next is information and education campaign, literacy and capability building and skills and livelihood training.
(Yes, ah, here at our school, we have developed different initiatives. So, this has been approved, discussed with the department heads and by the management of the school. So, we have four. We have environmental awareness and conservation. Next is information and education campaign, literacy and capability building and skills and livelihood training.)
Sin-o ro naga implementar kara ma'am, may specific department or bilog nga eskwelahan?
(Who implements the program, by a specific department or the whole institution?)
Ah, actually the whole institution. We are really encouraging everyone to participate not just the students but also, ah the management, the staff, the faculty and even the parents and the alumni. Ini- encourage talaga namin sila to get involved so may schedule talaga

kami per department kung hin-ono sanda ga guwa. So, per department namon may partner imaw nga office. So, halimbawa, ah, College of Education. So we have to motivate also and encourage the participation of the Office of the President, anang partner. Iyung HRM naman, BSBA. BSCS, BS MassCom, Library naman ang andang partner. We have programs in collaboration with other departments. For example, ah makaron abi nag guwa sa amon nga needs assessment nga needs it community kasi naga conduct kami it needs assessment. Ginagawa namin every three to five years para ma assess namon gid kung ano gid a ro needs para relevant man ro program nga amon ma implement. Naguwa makaron nga number one hay ro need it community for a skills and livelihood training for food processing. So, it will be implemented, the food processing, the training will be made by the HM department and then in collaboration with the BSBA, in packaging and marketing para in collaboration sanda and ro financial management seminar, BSBA na ang gagawa noon.

(Ah, actually the whole institution. We are really encouraging everyone to participate. Not just the students but also, ah the management, the staff, the faculty and even the parents and the alumni. We really encourage them to get involved so we have a schedule per department as to when they are going to do their turn. Each department has a partner – office. So for example, the College of Education. We have to motivate also and encourage the participation of the Office of the President, which is its partner. The partner of HRM department is the BSBA. The partner of BSCS and BS MassCom is the Library. We have programs in collaboration with other departments. For example ah, now, it came out from our needs assessment since we are conducting needs assessment. We do this every three to five years so that we can assess what really are their needs so that the program which we will implement will be relevant. It appears that the number one need is the need of the community for a skills and livelihood training for food processing. So, this will be implemented and the training will be made by the HM department. Then, a training or a seminar on packaging, marketing and financial management will be done in collaboration with the BSBA.)

Ngani bukon eang it sambilog nga department ro involved kara?

(So, this does not involve one department?)

Yes, collaboration imaw ag dapat gina encourage man namon iya to have a partnership with private or government agencies. Makaron, isa man sa nagguwa is yung backyard gardening or organic farming so mag pa-partner din kami. May nakausap na kami nga government agency. Parang gulayan sa Barangay especially ngayon di ba nga kamahae-mahae makaron ro mga gulay. Then dapat sustainable dapat imaw. Ruyon gid amon nga objective, na hindi lang sya ngayon. So dapat ma sustain pa ra at least ma feel ng community na may pueos baea. Kasi yan ang usually, yung one time na implementation. Nung una man nalisdan din man kami pero eventually we are learning how to implement the community extension program. Gina encourage gid namon nga involved sanda kasi we are under accreditation ag requirement gid talaga. Alam talaga nila kasi may involvement sila.

(Yes, it is a collaboration. We also encourage them to have a partnership with private or government agencies. In our needs assessment, it also identified backyard gardening

or organic farming. So, we will also look for a partner. We have already talked to a government agency. So we will have a vegetable garden or "gulayan sa Barangay." This is timely especially now that the prices of vegetables in the market are quite high. Then, this program should be sustainable. This is really our objective that it will not only be good for today but it should be for long term. So, this program should be sustainable so that the community will feel that our program is useful and for the long term not that it is only a one time implementation. At first, we really find it difficult but eventually we are learning how to implement the community extension program. We really encourage them to get involved because we are under accreditation and this is a requirement. Everyone knows about it because they are involved.)

Ano ro inyung CSR philosophy or objectives?

(What is your CSR philosophy or objectives?)

Ah, ro objective talaga namin is i-inculcate to the students, faculty and employees the attitude of sharing their knowledge and resources of course to the other sectors of the community for the well being of other people. Ro spirit of volunteerism to our students para ma realize nanda, di natin lahat matutulungan, pero as an individual makakatulong tayo in our own little way. Parati namon gina hambae sa among mga estudyante, and volunteer in my orientation, volunteers are not being paid, because you are special di ka kayang bayaran. Na-inspired kami sa among trabaho, kasi I don't know, siguro parang calling, nga iya ako kara naadto. Masaya naman sya, nga you are able to mingle with different kinds of people, maabo nga tawo ang ma-meet mo along the way. Syempre naga coordinate ka sa different agencies, yun din kaya happy. Yung nakaka tulong ka at nakaka inspire ka man sa ibang tawo nga imong nabuligan. Ag this is your way of giving back to the community. Sharing what you have. You give back konti pero blessed ka compared to other people. Ito rin ang gusto ko ma realize ng mga students.

(*Ah, our objective is to really inculcate to the students, faculty and employees the attitude of sharing their knowledge and resources to the other sectors of the community and for the well being of other people. Through the spirit of volunteerism, our students realize that we cannot help each one but as an individual we could help in our own little way. We always tell this to our students and volunteers during the orientation that volunteers are not being paid because you are special and they cannot afford to pay you. We are inspired to work because, I do not know, maybe, it is a calling that I am here. I am happy that I am able to mingle with different kinds of people. I meet a lot of people along the way because I coordinate with different agencies. That makes me happy. You can help and inspire other people as well and this is your way of giving back to the community. You share what you have. You give back even a little but you are blessed compared to other people. This is what I want my students to realize also.)*

Paano ninyo gina evaluate or assess ro inyung mga programs?

(How do you evaluate or assess your programs?)

So, may amon nga impact study. Ako rin ang nagspearhead pero in partnership also ng lahat ng department. May impact study kami ngara ag naka schedule imaw March next year. We will conduct a study kung ano ro impact, kung effective baea ro among pag implement? Happy baea sanda, kung ano ro result?

(So, we conduct an impact study. This is spearheaded by me in partnership also with all the departments. We are set to conduct an impact study in March next year to know the impact, if the program was effective, was it implemented well, and if our beneficiaries were happy about it.)

Ano ro rate it success it inyung CSR initiatives or community extension programs?
(What is the rate of success of your CSR initiatives or community extension programs?)
Ah, sa environmental, I can say that successful kasi we've been a partner of Bakhawan Eco Park. So regular talaga amon idto nga estudyate if not every weekend talaga eh every Saturday talaga 'yung mga estudyante naga adto gid a sanda idto except kung may activity kami sa school. Pero if you can see the Bakhawan Eco Park, 'di ba, so yun yung sambato nga pwede nyo makita. Then what else? Siguro amon nga ALS (alternative learning system) kasi we've been a partner of DepEd, so sambato gid abi ron nga advocacy ni Sir Allen (Quimpo), yung Education for all. May amon nga skills and livelihood also and then we have yung basic literacy kung siin hay naga conduct ro amon nga basic education department it tutorial sa mga kids it New Buswang. May sambato pa kami nga gina promote ag daya hay the three acts of goodness kasi partner kami ng Guang Ming College so gina promote namon ro three acts of goodness: think good thoughts, speak good words and do good deeds. Actually, gina implement namon iya sa school ag gina share namon sa community.

(Ah, for the environmental, I can say that it is successful because we have been a partner of Bakhawan Eco Park. So, our students go there regularly if not every weekend or every Saturday except if we have school activity. You have seen the Bakhawan Eco Park, right? So, it is one where you can visit and see. Then, what else? Maybe our ALS (alternative learning system) program because we have been a partner of DepEd. This is one of the advocacies of Sir Allen (Quimpo) - education for all. We also have skills and livelihood and basic literacy where our Basic Education department conducts tutorial classes to the kids of New Buswang. There is another thing that we promote and these are the three acts of goodness because we are a partner of Guang Ming College. We promote the three acts of goodness: think good thoughts, speak good words and do good deeds. Actually, we implement this in the school and we share this to the community.)

Ano ro benepisyo nga nabaton it inyung mga beneficiaries?
(What are the benefits received by your beneficiaries?)
So, iya sa ALS, andang tuition. Kasi sa andang tuition we are giving them discount. So per semester hay may discount sanda nga P5,000.00. Halimbawa, andang tuition is P9,000.00, ro P5,000.00 karon hay less na sya bisan pati andang entrance, hasta mag graduate sanda. So, hopefully maka graduate sanda. Ngani hay gina tutukan namon kasi it will be a success, not just our success but success also of the program of DepEd.

(So, for our ALS, their tuition because we are giving them a discount. So, per semester there is a discount of P5,000.00. Example, if the tuition amounts to P9,000.00, P5,000.00 will be deducted and even their entrance fee until they graduate. So, hopefully they could graduate. We really monitor them because it will not only be for our success but also the success the program of DepEd.)

Ano ro inyung mga problema or challenges nga ha agyan ma'am sa pag implementar nyo it inyung CSR initiatives or community extension programs?
(What are the problems or challenges you encountered in the implementation of your CSR initiatives or community extension programs?)

Hmm, dati hay medyo malisod ro pag implement dahil konti ro naga participate. Pero eventually hay parang naging culture na ba. Ag dahil sa attendance gina check. Makaron ngani may amon eot a hay may record na kami per student. Pati man ro faculty. So, kailangan kasama sila kasi dapat meron silang certificate of participation. Kasama yun sa kanilang record sa HR and that will be the basis for promotion. Kasi one of your responsibilities as a faculty is you get involved of the programs of the school. And happy naman sila. Sambato pa siguro is yung budget. Mahirap mag implement. Kun amat may may contribution ro mga estudyante nga P5.00. So ro amon lang talaga gina provide it school kung ano ro kayang i-provide. So may service gid sanda, gina request namon. Halimbawa paadto kami sa Pook or New Buswang may amon nga school bus ag gina sueang ag gina hatod para ma minimize ro expenses or hanap kami ng partner kung pwede ma defray o mabuligan. Sa Barangay hay owa mat'a it problema kanda basta properly coordinated lang imaw sa council. Very supportive ro andang council maskin anda nga 4Ps. Naga bulig gid a ron basta well coordinated lang. Ro challenge lang siguro is ro sustainability. Halimbawa ro gulay hay kailangan talaga hay may naga alaga. Yung ganon. Kun amat hay ga gueang eot'a idto, so may regular schedule and monitoring basta ma inplace eang. Daya pa gid, kun amat may time nga malisod kanda mag patawag, especially kung owa ka it ginata-o so dapat may pamahaw. Dapat hay creative ka lang talaga kung paano mo sanda ma inspired nga mag adto. Syempre ga seminar ka, ro andang oras ga awat ka mana. So naga try gid ro school nga may mga pamahaw, ag kung amat hay may pa raffle-raffle or whatever lang. Kasi indi man sanda mag pamati or di sanda mag adto. Sa amon mat'a nga ALS hay sa una ro andang attitude. Pero nag adjust man sanda ang nag bag-o man ro andang mga behavior dayon. Sambilog pa gali hay ro time. Minsan hay naga bag-o bag-o ro ga buyot it per department. Busy abi sanda. Ro iba naga doctorate ag sa Iloilo ka abo-an. Hay requirement man abi yata. Abo abi naga masteral nga in-charge it department ag ro klase nanda hay every Saturday.

(Hmm, before it is really hard to implement the programs because only a few participate. But eventually, it has become part of our culture. It is because our attendance is being checked. We have a record now for each student as well as the faculty member. So, the faculty really have to participate in order for them to have a certificate of participation and it will be part of their records in the HR. It will be used as a basis for promotion because it is one of your responsibilities to get involved in the programs of the school and they are happy about it. Another challenge is the budget. Sometimes the student has a contribution of P5.00 each. So we can only provide what we can provide. So we have requested our school bus as a service vehicle for them to bring them to Pook or New Buswang and back to the school to minimize the travel expenses or we can also look for partners to help us defray our expenses. In the Barangay, there is not much of a problem with the people for as long it is properly coordinated with the Council. The Council is very supportive even their 4Ps members. The challenge maybe is the

sustainability. Example is our vegetable plantation. It really needs someone who will take care of it. Sometimes the vegetables grow old and so there should be someone who regularly checks and monitors it. Another thing is sometimes it is difficult for us to call the people especially when you have nothing to give them. You really need to provide them snacks. You have to be very creative on how are you going to inspire them to attend the seminar or meeting since you are taking their time. So, we really try to provide them snacks and sometimes we have a raffle or whatever to call their attention. Otherwise, they will not listen or even attend the seminar. For our ALS, at first their attitude but then they have adjusted and they have changed their behavior. Another challenge is the time. Sometimes, there are changes in the people handling the departments. They are very busy. Some are taking their doctoral degree in Iloilo because it is a requirement. Many faculty members who are enrolled in the Masteral programs have classes every Saturday.)

Paano ninyo gina solvar ro mga problema ngara ma'am?

(So, how do you address these challenges, ma'am?)

Naga evaluate kami tapos meron kaming ano planning and implementation. Ano ba dapat nga obrahon this year para maging successful imaw. Regular man amon nga meeting. Even documentation gina tur-an namon sanda. Yun pa pala ang isa problema ang proper documentation kasi dapat well documented sya. Kasi pag walang documentation, it is good as it does not have any credit or no implementation. Ro iba naga implement pero owa it documentation marami kaming ginagawa pero yun nga ang isa naming challenge especially at may accreditation pa.Mayad hay supported kami ditto. Yun ang importante. Kumpleto kami ng gamit, wala kaming problema. May Xerox machine, may binder machine, kung ano ro amon nga needs, supported kami ag ginatao kamon.

(We conduct evaluation, planning and implementation. What needs to be done in order for the program to be successful? We also have a regular meeting. We even teach them documentation. This is another challenge- the proper documentation because our programs should be well documented. Otherwise, it has no credit or there has been no implementation. Others implement their programs without documentation because we do a lot of things. This is especially needed for accreditation. We are lucky that we are supported by the school. That is very important. We have the things we need, so we do not have a problem. We have a Xerox machine and a binder machine. Whatever needs we have, they give it to us.

Abo gid nga saeamat sa imo nga oras ma' am.

(Thank you very much for your time ma'am.)

PARTICIPANT 2

Good morning ma'am.
(Good morning ma'am.)
Good morning man ma'am.
(Good morning too, ma'am.)
Ako si Ma. Abigail C. Nolasco, estudyante it University of the Visayas sa Cebu City. Naga conduct ako makaron it study ag ro anang title hay Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. May mga pangutan-on ako kimo ag gina siguarado ko kimo nga ro imong mga sabat kara hay indi masayran it iba ag gamiton eamang imaw para sa akong study.
(*I am Ma. Abigail C. Nolasco, a student of University of the Visayas in Cebu City, I am currently conducting a study entitled Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. I will be asking you some questions and I assure you that your responses are treated with confidentiality and will be used only for the purpose of my study.)*
Ah okay, maám.
(Okay maám.)
Ano ro mga CSR initiatives o community extension programs it inyong eskwelahan?
(What are the CSR initiatives or community extension programs of your institution?)
Ahm, for the community extension programs of the institution, our community extension program focuses on the health kase we are a school, a health related or we offer health related courses dito sa xxx because based on our mission, vision, we provide ah… quality education related to the health. So, that's the reason why our community extension focuses also on the health related programs. We are also offering the technical vocational health related programs also by the TESDA. So, ini-incline na namin most especially our emergency medical services. So, more or less we ah..are..focused this time on the disaster preparedness of the Barangay, of the community. So our adopted Barangay ay ang Old Buswang and then also we have an institution that is the Makato Integrated School. We focus on the ah…disaster preparedness and the basic life support. We teach them how to be ready on any emergency cases and then the first aid. We teach also the same to our partners like the Kalibo Airport.
(Ahm, for the community extension programs of the institution, our community extension program focuses on health because the school, Saint Gabriel College offers health related courses. Based on our mission and vision, we provide quality education related to health. So, that is the reason our community extension focuses also on health related programs. We are also offering the technical vocational related programs by the TESDA. So, we incline these programs especially to our emergency medical services. So, more or less we are focused this time on the disaster preparedness of the Barangay or the community. Our adopted community is Old Buswang and then also we have an institution that is the Makato Integrated School. We focus on the disaster preparedness

and the basic life support. We teach them how to be ready on any emergency cases and then the first aid. We teach also the same to our partners like the Kalibo Airport.)

Sin-o ro naga implementar kara ma'am, may specific department or bilog nga eskwelahan?

(Who implements the program, by a specific department or the whole institution?)

Ahm bale ang ginaubra namon Ma'am is we do it one by one ro activity kung siin hay tanan man naga participate but mostly kami ro SGC Emergency Medical Services (SGC EMS) hay do gadaeagan iya for the community extension kasi ever since yun yung advocacy ko. So ro students and participated also by the advisers and the teachers kasi syempre magmonitor sanda.

(Ahm, what we do Ma'am is we conduct the activity one by one where everyone has to participate but mostly it is us, SGC Emergency Medical Services (SGCEMS) who is in-charge of the community extension because this has been my advocacy since then. So, the students and also the advisers and teachers participate because they are the ones who monitor the activities.)

So, tanan nga employees it school, Ma'am?

(So, all the employees of the school, Ma'am?)

Bukon it tanan nga employees Ma'am. In times may mga medical mission rikato sanda naga join. Pag my advocacy na yung community extension na like for example we go for any other special activities like tree planting 'yan naga join sanda kasi and pati kami kasama kami dyan. Then kasi adopted din namin si Bakhawan Eco Park pero nagkaroon lang kami ng problem pag close nanda. So, owa pa kami kabalik makarun.

(Not all employees ma'am. They participate only in times of medical mission. If the community extension has special activities like tree planting then, the employees also participate. We also have a program with Bakhawan Eco Park but we had a problem when it was temporarily closed. So, we have not gone back to the Park yet.)

Ano ro inyung CSR philosophy or objectives?

(What is your CSR philosophy or objectives?)

Voluntary ro amon ngara nga pag tao it serbisyo. Naga ta-o sanda para sa gasoline and for what but mostly we do not charge them and we do not ask them. It is really for the service of the community because that's the advocacy. Kasi it's not just..we had an earnings for the training. Now it's our time to return to the community. So, ga tao kami it free service if they need us. Kung masakit andang tiyan, for just taking their blood pressure or vital signs or training. We gave it to them for free. We don't ask for any financial support of whatever and the school itself supports the program and then the other advocacy syempre of the President (of the school) is our institutional link with the Saint Gabriel Medical Center. Kaya ngani in times of accreditation one of the questions is what is our advocacy. Ma'am..hambae ko, you always remember most especially sa health related programs and especially ro emergency medical service..we..we cannot have that idea or even na to charge 'no for entrepreneurial purposes because sabi ko,if you are going to help and give service to your community it should be free.

(We give our service voluntarily. They pay us for gasoline but mostly we do not charge them and we do not ask them. It is really for the service of the community because that

is the advocacy. It is not just because we had earnings for the training. Now, it is our time to return to the community. So, we give free service if they need us. If they have medical conditions like a stomachache, taking their blood pressure or vital signs or trainings. We gave it to them for free. We do not ask for any financial support of whatever and the school itself supports the program. The other advocacy of the President (of the school) is our institutional link with the Saint Gabriel Medical Center. So, in times of accreditation, one of the questions asked by the accreditors is what is your advocacy, Ma'am, I would answer that you always have to remember most especially in health related programs and especially in emergency medical service we cannot have that idea to charge them for entrepreneurial purposes because I said,if you are going to help and give service to your community it should be free.)

Paano ninyo gina evaluate or assess ro inyung mga programs?

(How do you evaluate of assess your programs?)

Ah sa aspect na yan naga monitor sanda (faculty members) sa result Ma'am it among mga program. Pareho kara nga we have an update like sa Makato tag sa feeding program namon hay may monitoring. Ro adviser talaga nila ro naga moitor and then they give us the feedbacks kung kamusta na para by January pagsueod eon man namon, maplano eoman kami it another program kung siin kami nakukueangan di kato sa among previous nga programs. Duyon ma'am ag duyon mat'a do among gustong matabo kasi kalisod magmonitor pag change it government hay gatimpla eoman kami it another adjustment. Malisod gid'a kung sa imong adopted ok mat'a konta do imong adopted hay anytime nga gusto mong ubrahon hay maubra mo daya. Malisod kaya gane hambae it accreditation team "it's not kung ano do gusto ninyo nga ubrahon kanda kundi kung ano do really need of the community doon kayo magfocus". Ngani hay may una kaming proposal sa kada community.

(Ah regarding that aspect they (faculty members) monitor the results Ma' am of our program. Like now we have and update on our feeding program in Makato. The advisers really monitor the programs and they give us the feedbacks on its status so that by January, we could identity our shortcomings and develop a plan for the said programs. That is what we do and we like to do it because it is difficult to monitor the programs when there is a change in the leadership of the barangay. You have to make adjustments. It is really hard to do what you really want to do to the community because of the changes in the government. So the accreditation team always tells us, "it is not what you want to do to the community but you should focus on what really are the needs of the community." So, we have a proposal for each community.)

Ano ro rate it success it inyung CSR initiatives or community extension programs?

(What is the rate of success of your CSR initiatives or community extension programs?)

Sa rate of success it community extension, so far, hay medyo mataas do satisfaction rate nanda kasi they're gaining something out from us especially sa ahm..sambilog nga comment namon nga manami hay sa Makato Integrated School. It's not just the teachers and students who were satisfied but also the parents pag conduct namon it activity idto. So, medyo magastos eang sa buesa hahhaa kasi sa amon tanan do expenses…hay ka abot ta abi ro clients kibahan pa do mga parents.

(The rate of success of the community extension, so far, is quite high because they are gaining something from us. This is especially true in Makato Integrated School because we received comments that they liked our program. It is not only the teachers and students who were satisfied but also the parents. It is costly though because we spent most for the expenses and our clients are many because the parents are included.)

Ano ro benepisyo nga nabaton it inyung mga beneficiaries?

(What are the benefits received by your beneficiaries?)

So sa community, hay ro andang indigent people or indigent members every year yan or twice in a year we conduct the feeding program and gift giving. Sa gift giving namon karun sa mothers sa parents and family planning pala. Sa mga unga, hay we teach them the proper hand washing, the proper brushing of teeth and personal hygiene and then we weigh them. Tapos sa mga mothers pa gid syempre hay family planning do pinaka importante karuyon ag preparation of nutritious foods kasi dikaruyon man ga guwa ro importance of giving nutritious food.Then sa mga eaki duyon first aid gid do among gina turo pero mas abong interested sa mothers nga mag tuon it first aid. Tapos, dahil naging industry na rin kami so, we run also not just only in times of disaster pero even in special events of Kalibo. we are being tapped by the municipality of Kalibo also parang partners na rin kami ng MDRRC sa mga sa Ati-atihan. So we go for that.

(So in the community, we conduct a feeding program for the indigent people. We give family planning seminars for mothers. For the children, we teach them the proper hand washing, proper brushing of teeth and personal hygiene. Then we weigh them. In addition to family planning, the most important thing we teach to the mothers is the preparation of nutritious foods. For the males we teach them first aid but most of the mothers are more interested to learn the first aid. Then, since we have become part of the industry, we respond also not just only in times of disaster but also during special events conducted by the municipality of Kalibo like the Ati-atihan festival. We are being tapped by the municipality as partners for the municipal disaster and risk reduction program.)

Ano ro inyung mga problema or challenges nga ha agyan ma'am sa pag implementar nyo it inyung CSR initiatives or community extension programs?

(What are the problems or challenges you encountered in the implementation of your CSR initiatives or community extension programs?)

Challenges encountered in the implementation hay..budget, persons ..harun...syempre kung owa ka't tawo malisod ka gid mag-implement ag kung owa ka man it budget malisod ka man mag-implement. Madali eat'a ma'am mag-implement kung una tanan ing resources, hahaha! Anytime you can do it, mahapo 'ta mam ag do time pa gid kasi may iba pa kamo nga obligasyon, eh. Sambilog pa ngani hay dahil gina-invade namon ro.. kasi kung mag implement gina-inplace gid'a namon do health syempre gatanom kami sa anda. Required gid kami nga idto kanda para makita kung paalin sanda magtanom...immersion kung baga. Una ko nga hambae hay medyo ok galing tag sa ga-implement kami hai madya kalisod ta gale do mag maintenance sa kaabo dahil hay ro budget allocation duyon do sambilog nga ubrahan ko't plan dahil it's not easy nga maguwa ka eang. Abi ko ta ngani among budget sa sangka activity hay P10,0000, Gali,

gasobra ta it P30,000 Ma'am.. nag times 3 ta kami.. dahil sa kaabo kanda ag owa ta kami gaexpect nga makato baea.

(The challenges encountered in the implementation are the budget and people. It is difficulty if you do not have the people who will work for the project as well as if you do not have enough budget. If we have all the resources, then it would be easier to implement our programs. Anytime you can do it. Another concern is our time because we have other obligations. One thing more is because we really intend to put in place our program we really need to be at their community or even invade their privacy just like an immersion to really monitor if they follow our teachings to them. At first, I said that it is quite easy to implement but then it is difficult to maintain because of the number. So that is why we need to have a plan for the budget. I thought that our budget in one activity is only P10,000 but it is more than that, it amounts to P30,000 because they are so many. We did not expect this to happen.)

Paano ninyo gina solvar ro mga problema ngara ma'am?

(So, how do you address these challenges, ma'am?)

Sa pag abot sa preparation hay I make the proposal Ma'am and then gina open ko ra during sa management meeting sa tanan nga heads para tanan nga heads hay involved ag they are willing to participate or not then of course the top management is also involved for the approval of the budget. Ma'am nagbased abi kami sa need assessment it bawat barangay. Kung ano andang tina-o kamon nga needs dikato kami mafocus. Unlike sa previous abi hai kami ta gaplan kung ano do itao kanda, hay makarun naging baliskad kami kung ano ro need it community dato among itao kanda. Gaplano ngani kami among Barangay heads. So, ro barangay head do masurvey and then maimplement daun kami after siguro maimplement kami. So, duyon ro sambilog nga kinahang-ean namon nga makita man sa research nga tan- awon rayon baea kung ano do benefits. Manami nga ga work hands kami sa research para dikaruyon maidentify dayon nanda idto nga duyon gale nga kaabo abo sanda ag dapat i-continuous monitoring.

(In terms of preparation of the program, I make the proposal Ma'am and then I open this to the heads during the management meeting. All the heads are involved in the planning and if they are also willing to participate, we involve them. Also it is the top management who approves the budget. Ma'am, we based on our need assessment per barangay. The barangay gives us their needs and it is where we give our focus. Unlike in our previous programs, we make the plans on what programs to provide them. Now, it is the other way around. We actually conducted planning together with the Barangay heads. The Barangay head will conduct a survey and then we will implement it. This is one of the things that we need also for our research to look into the benefits. It is good that we work hands together for the research so that we can identify what really are the programs that we need to implement and continuously monitor.)

Abo gid nga saeamat sa imo nga oras ma' am.

(Thank you very much for your time ma'am.)

PARTICIPANT 3

Good afternoon, Sister.
(Good afternoon, Sister.)
Good afternoon Ma'am.
(Good afternoon, Ma'am.)
Ako si Ma. Abigail C. Nolasco, estudyante it University of the Visayas sa Cebu City. Naga conduct ako makaron it study ag ro anang title hay Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. May mga pangutan-on ako kimo ag gina siguarado ko kimo nga ro imong mga sabat kara hay indi masayran it iba ag gamiton eamang imaw para sa akong study.
(*I am Ma. Abigail C. Nolasco, a student of University of the Visayas in Cebu City, I am currently conducting a study entitled Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. I will be asking you some questions and I assure you that your responses are treated with confidentiality and will be used only for the purpose of my study.)*
Ah okay, maám.
(Okay maám.)
Ano ro mga CSR initiatives o community extension programs it inyong eskwelahan?
(What are the CSR initiatives or community extension programs of your institution?)
So, we have ahm..a holistic program. Then we have a five -year strategic plan and in every year we have that plan na staggered eon ma'am tag every year nga plan no. Then ahm both..pag sinabi na holistic ay..the spiritual aspects of the lives of the people then for their livelihood, the relationship in the community and the interaction of the community. 'Yun. So, our beneficiaries are the Aetas in Bulwang, Numancia, Aklan. Then we have Barangay Castillo, Makato, Aklan and Tejada Elementary School in Agbalogo, Makato, Aklan. So, we have three beneficiaries.
(So, we have a holistic program. We have a five-year strategic plan. For every year we have a plan which is on a staggered basis. Then, when you talk about holistic, (it involves) the spiritual aspects of the lives of the people, their livelihood, the relationship in the community and the interaction with the community. So, our beneficiaries are the Aetas in Bulwang, Numancia, Aklan. Then we have the community in Barangay Castillo, Makato, Aklan and Tejada Elementary School in Agbalogo, Makato, Aklan. So, we have three beneficiaries.)
Sin-o ro naga implementar kara ma'am, may specific department or bilog nga eskwelahan?
(Who implements the program, by a specific department or the whole institution?)
Ahm, as what I had said a while ago the CESA office have a five year strategic plan. Ahm it contains…for the area of concerns we have students, faculty and staff development management. Then we have ahm sustaining formation activity for the youth, sustaining formation and activities for children, and on-going sustaining

formation activity for adults. Then we have a livelihood..ahm skills training, livelihood skills training ma'am. Then, we have the monitoring, evaluation, and implementation of the program. So, ano…year… ah..phase to phase until year five. So for the next plan we'll have ahm..year, phase three year one. So in every five years ahm..five ano…tawag ya..ahm may phase one, 1 to 3 years, then phase two 1 to 5 years and then phase three 1 to 5 years. By phases siya by year. So first of all, uhm the administration. Then, uhm the non-academic personnel and teaching personnel. Then for the different departments including the basic department, the high school and elementary department. So, for example the TELAD or the teacher education department they have their literacy program for our adopted communities. For the ICS department they have free computer literacy program for our youth and out of school youth. For BSHM they have a bread making and mass wedding once in a year. Then for the BSTM they have the eco-tourism, seminar workshop on local guiding, create an eco-tourism day tour package, then beautification of Saint Francis garden. Then for the Criminology department, they have their apostolate in prison in both in provincial and municipal level, in provincial jail. Then for the Nursing they have a health care, dental and optical mission and feeding program. And for the BSBA they have a hog grower and feeds store in our adopted communities.

(As what I have said a while ago the CESA office has a five-year strategic plan. Ahm, it has the following area of concerns: students, faculty and staff development management. Then we have sustaining formation activity for the youth, sustaining formation and activities for children, and on-going sustaining activity for adults. Then we have a livelihood skills training, ma'am. Then, we have the monitoring, evaluation, and implementation of the program. So, ah, it is done phase by phase until year five. So for the next plan, ahm, we have phase one which is from 1 to 3 years; phase two from 1 to 5 years; phase three is from 1 to 5 years. It is by phases. So first of all, uhm the administration. Then, uhm the non-academic personnel and teaching personnel. Then for the different departments including the basic department, the high school and elementary department. So, for example the TELAD or the teacher education department they have their literacy program for our adopted communities. For the ICS department they have free computer literacy program for our youth and out of school youth. For BSHM they have bread making and mass wedding once in a year. Then for the BSTM they have the eco-tourism, seminar workshop on local guiding, create an eco-tourism day tour package, then beautification of Saint Francis garden. Then for the Criminology department, they have their apostolate in prison in both in provincial and municipal level. Then for the nursing they have a health care, dental and optical mission and feeding program. And for the BSBA they have a hog grower and feeds store in our adopted communities.)

Ano ro inyung CSR philosophy or objectives?

(What is your CSR philosophy or objectives?)

Ahm our CESA vision is uhm..the CESA strives to cultivate campus community activities where students manifest Christian leadership. The purpose is to support the college mission by providing services on programs, encourage students learning in and

out of classrooms and developing community through active participation of the people involved.

(Ah, our Community Extension Service and Advocacy (CESA) vision is the CESA strives to cultivate campus community activity where students manifest Christian leadership. The purpose is to support the college mission by providing services on programs, encourage students' learning in and out of classrooms and developing community through active participation of the people involved.)

Ano ro rate it success it inyung CSR initiatives or community extension programs?

(What is the rate of success of your CSR initiatives or community extension programs?)

So, we have ahm for the PAASCU we are level 2 with the rate of .5. So, we got the highest point. So, we have documentation like pictures and then we have reports, ahm midterm reports and year-end reports. These are submitted to the Rector-President and especially 'di ba pag may accreditation. Hinahanap ng accreditation.

(So, we have ahm for the PAASCU, we are level 2 with the rate of .5. So, we obtained the highest point. So, we have documentation. We have pictures and reports: midterm reports and year-end reports. These are submitted to the Rector-President and especially if there is accreditation. This is being asked by the accreditation body.)

Ano ro benepisyo nga nabaton it inyung mga beneficiaries?

(What are the benefits received by your beneficiaries?)

They receive like ahm..dental, optical mission. So, free dental and optical mission then mga giving of slippers and caps to the children in school. Also, housing project for the Yolanda victims, mass wedding para sa mga mansibado at marami pang iba.

(They could avail of dental and optical services. So, there is free dental and optical mission. Then, the giving of slippers and caps to the children in school. Also, housing project for the typhoon Yolanda victims, mass wedding at many more.)

Ano ro inyung mga problema or challenges nga ha agyan ma'am sa pag implementar nyo it inyung CSR initiatives or community extension programs?

(What are the problems or challenges you encountered in the implementation of your CSR initiatives or community extension programs?)

For example, indi ma-implement do program especially the ahm departmental programs due to conflicts of schedules. Then ahm availability of the students. So, that's ahm one of the reasons. Then ahm for the beneficiaries like with their conditions tapos yung availability din ng tao kasi busy din sila sa hanapbuhay nila. Kaya kung minsan kaunti lang yung uma-attend sa programs, seminars dahil ngani ga-trabaho sanda so 'yun din. Then, isa sa mga ahm ano rin ay yung challenge doon ay yung patience mo rin kasi yung..yung may attitude kasi yung mga tao pag may binibigay ka pupunta sila..pag wala kang binibigay hindi sila a-attend. Yung attitude..ang kind of attitude na mahirap baguhin may twist nga na nakasanayan na yun..yung mga values nila..yun yung mahirap kasi nandyan na kasi yan eh. So, mahirap i-twist yung values nila**.**

(For example, we cannot implement the program well especially the departmental programs due to conflicts of schedules. Then the availability of the students is one of

the reasons too. The condition of the beneficiaries and their availability because they are busy with their work. That is why sometimes, only a few attend the programs and seminars because they have work. Another challenge also is your patience. People have attitude because if you have something to give them, they will attend the program otherwise they will not attend. That kind of attitude is hard to change. They have been used to that kind of attitude and it has already been that way. So, it is hard to change their values.)

Ngani taga adto niyo idto hay dapat may ita-o ka gid kanda?

(So, every time you go to their place you really need to give them something?)

'Di naman. Hahahaha. Kaya lang kailangan through formation ay dapat ma-instill sa kanila yung values. Hindi lang na mag asa sila kasi we are trying na i-form sila na magiging self-reliant sila. Hindi lang aasa sa binibigay otherwise parang ang dating is magbigay tayo ng magbigay na hindi naman natin sila natulungan. So 'yun nga may kasabihan nga "teach them how to catch a fish" no? So, tuturuan natin sila na matuto sila na magtayo. Magtayo sa sarili nilang mga paa. So, 'yun talaga ang tao ano, mahirap. Mahirap din talaga.

(Not really. Hahahaha. But then, through formation, the values should be instilled to them. They should not rely on us but we are trying to form them to become self-reliant. They should not rely on what we give to them otherwise if we just give them what they need then, we are not helping them. There is a saying, "teach them how to catch a fish." So, we will teach them how to stand on their own, to stand on their own feet. That is it. It is really hard.)

Paano ninyo gina solvar ro mga problema ngara ma'am?

(So, how do you address these challenges, ma'am?)

Yes. For example abi nga dapat do mga Aetas hay dapat i-relocate dahil do andang place abi hay palagi nalang na may baha, ginabaha. Mayroon kasing problem. 'Yung nagshoulder eh Unissan special action na bumili ng lupa pero nagkataon na 'yung lupa na 'yun ay may conflicto kasi nagbayaran na tapos mayroong naga-claim na sa kanila naman. So, hindi basta basta ang napasukan doon. Naapektuhan yung program. So, matagal na 'yun eh 'yung Yolanda pa ilang taon na yung Yolanda 6 years na hahaha so, hanggang ngayon wala. So, we are trying na 'yung sa ngayon na ginatayuan nila ay binibenta daw kasi pinapaalis sila daw. Binibenta nila sa iba kaya nag ano tayo na kausapin yung may ari na kung ibenta nila sa iba ay 'di kung pwde tayo nalang yung bibili upang hindi na aalis yung mga Ati. Kasi nakasanayan na nila yung lugar at malapit dito sa sentro pag mag benta sila ng kanilang produkto parang ganun. So kailan yan di ko alam ahahaha kasi maghahanap din tayo ng funds for that. Kung ang CESA ay nasa institution now, ang program ng institution ay dapat sana yung active involvement nang lahat lalo na sa mga faculty and staff personnel kasi ok lang yan sa students kasi susunod land sila pero yun lang nakita ko nga indi pa sabihin na 100 % ang participation na sasama doon sa adopted communities nga magbisita mga ganun. Siguro hindi nila matanggap nga yun hay part nang institution program. I don't know kung hindi ba sila aware or hindi nila nakita yung the importance of the program. Hay dapat kasi sa mga departments nga sila na may programs nga involve di pa nga alam. 'Di lahat ng faculty

sa bawat departments nakapunta ng area. Kasi kung makikita nila yung area makikita nila yung realities ng mga buhay ng tao doon at tsaka makahanap sila ng paraan na makagawa ng plano ayon sa need ng ano nang tao ng hindi lang umaasa sa CESA office. Kasi yun ang kanilang project eh. 'Diba dapat bawat department meron silang program para doon so, dapat sila din i-upgrade din nila yung kanilang mga programs every year. Hindi yung ganun ganun nalang palagi dapat i-upgrade din nila tapos may development din ba nga yun yung nakita ko. Kaya nahihirapan din ako kasi ahm sa bawat department parang hindi naman kasi nila, parang hindi ba seryoso na kung minsan ako lang ga-initiative but sila dapat yung ga-take initiative kay sarili nila itong program. Tutulong lang yung CESA office mag facilitate doon sa adopted communities. Kasi kung mag asa din ako sa kanila wala ring mangyayare. So, that's why I have my own program besides from the departmental programs. Kasi nakikita ko nga ahm nga dapat i-implement ng departmental programs sa first semester kaagad kasi after pag second semester ay busy naan. So, hindi na ma-implement ang programs. Kaya dapat next year, first semester kaagad nakahilera na yung mga programa para dun sa adopted communities. And the rest of that, the rest of that time sa CESA office na yung mga activities para masustain sila. For the departmental programs dapat i-implement sa first semester kaagad kasi pag madelayed kana mahirapan kana. Mahirap na. kasi dito sa atin sa Kalibo kasi busy na pag fiesta ng Sto. Nino. Pag February, busy rin sa preparation ng Foundation or College day. Tapos sa March, graduation na wala na. Hahaha. So, dapat talaga i-implement siya first semester na kaagad yun yung nakikita ko.

(Yes. For example the Aetas should be relocated because their place is always flooded. The particular land where they will be relocated was bought by a special action group. However, it so happened that there is an existing conflict involving the said land. It was found out during the sale of the land and another party claimed ownership of the land. So, the program was affected because the Aetas cannot be relocated there. The land is said to be for sale and the school expressed to buy the land. So that the Aeta will just remain in that place because they have been living in that place for quite some time and their produce can be sold. So we also need to look for funds in order for us to buy the said land.

If the CESA is an institutional program, then there should be an active involvement of all especially the faculty and staff because the students will always follow what will be required of them. This is the reason why I cannot say that the participation in the adopted communities is 100%. Maybe they cannot accept that it is an institutional program. I do not know if they are neither aware nor they do not see the importance of the program. The departments who are involved do not know their programs. Not all the faculty members have been to or seen the area. If they have been to the area they can see the realities of the lives of the people there and they can think of programs which are really needed by the people and not simply rely on the CESA. That is their project. Each department has a project. They should also upgrade their project every year. They should think of other programs so that they will not have the same project/programs every year. I find it very difficult on my part because it seemed like they are not serious in implementing their programs. They should be the ones who should initiate the

programs and the CESA office will facilitate and assist. The CESA office has other projects besides the departmental programs because if I will just rely on their programs, nothing will happen. I have also observed that the programs should not be initiated in the second semester because the school is very busy and full of activities like the St. Nino Ati-atihan festival in January and Foundation day in February as well as Graduation in March. Instead, it should be started in the first semester so that it will be implemented well. So, next year in the first semester, the programs for the adopted communities should already be in place. The rest of the time, the CESA office will follow-up the activities so that it will be sustained.)

Abo gid nga saeamat sa imo nga oras ma' am.

(Thank you very much for your time ma'am.)

120

PARTICIPANT 4

Good morning, sir.
(Good morning, sir.)
Good morning man ma'am.
(Good morning too, ma'am.)
Ako si Ma. Abigail C. Nolasco, estudyante it University of the Visayas sa Cebu City. Naga conduct ako makaron it study ag ro anang title hay Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. May mga pangutan-on ako kimo ag gina siguarado ko kimo nga ro imong mga sabat kara hay indi masayran it iba ag gamiton eamang imaw para sa akong study.
(*I am Ma. Abigail C. Nolasco, a student of University of the Visayas in Cebu City, I am currently conducting a study entitled Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. I will be asking you some questions and I assure you that your responses are treated with confidentiality and will be used only for the purpose of my study.)*
Ah okay, maám.
(Okay maám.)
Ano ro mga CSR initiatives o community extension programs it inyong eskwelahan?
(What are the CSR initiatives or community extension programs of your institution?)
There are only few corporate social responsibility initiatives because of lack of money. We are very poor. The LGU is giving us only a little amount to run the College. One of those is we participated in the cleanliness program and we have our part there cleaning the stage and the community. I started asking now for a tie-up with the Barangay Council to initiate the dengue prevention program of the community para sa sanitation baea but it has not yet done. Duyon lang ma'am.
(There are only few corporate social responsibility initiatives because of lack of money. We are very poor. The LGU is giving us only a little amount to run the College. One of those is we participated in the cleanliness program and we have our part there cleaning the stage and the community. I started asking now for a tie-up with the Barangay Council to initiate the dengue prevention program of the community for sanitation but it has not yet been done. That is all, ma'am.)
Ano ro inyung CSR philosophy or objectives?
(What is your CSR philosophy or objectives?)
Our vision is about the development of human inhabitants of Libacao. Hay kaabuan kamon hay medyo we call them, illiterate pa. In other words hay indi pa sanda civilized properly in other portions. During my time, I was then a Sangguniang Bayan member when Dr. Zonio approached us. I was the principal sponsor of this program and we passed it to the Sangguniang Bayan. Then the Mayor signed it and put it into law in order that our young girls will not marry early. Hay sometimes as early as nine (9) years old naga asawa na, in order to stop the ubusan ng lahi and in order to stop the recruitment of NPA there. In order that they can also participate properly sa atong kumunidad ag sa

atong negosyo. I am really happy because some of them already are in Boracay na and some of them hay mga manager eot'a. So, these are some of the objectives because sorry lang hay pobre ang Libacao. Ro budget namon hay katunga lang ga adto kamon. If we only have money we can run this school like other schools.

(Our vision is about the development of human inhabitants of Libacao because many of our people in other portion of the municipality are still illiterate. In other words, they are not yet civilized properly. During my time, I was then a Sangguniang Bayan member when Dr. Zonio approached us. I was the principal sponsor of this program and we passed it to the Sangguniang Bayan. Then the Mayor signed it and put it into law in order that our young girls will not marry early. Sometimes, the girls get married as early as nine (9) years old in order to stop the finising of the clan (family members) and in order to stop the recruitment of NPA there. In order that they can also participate properly in our community and engage in business. I am really happy because some of them are already working in Boracay and some of them are managers. So, these are some of the objectives of the College. But we are very sorry that Libacao is a poor municipality. Half only of our budget reaches the College. If we only have the money we can run this school like other schools.)

Ngani sir hay kamo (municipyo) eang gid a ro ga finance?

(So, it is only you (municipality) who spent for the expenses of the school?)

Yes. But, I am really happy now dahil through our efforts hay approved kami it CHED. Kami ro first nga gin approved among the four (4) local colleges iya sa Aklan. Medyo bati ko hay ina eon amon nga bulig hay we can start already this thing. Hay imagine ro mga maestro namon P5,000.00 sa sang buean ro ginabaton nanda. May ona P8,000.00 ag may P7,000.00 man. Hay can you survive with that? Ko primero owa ako it bayad, free ro akong pag trabaho ina.

(Yes. But, I am really happy now because through our efforts we have been approved by CHED. We are the first to be approved among the four (4) local colleges here in Aklan. I have heard that the fund for the College is already available so that we can start with this thing. Can you imagine that our instructors receive P5,000.00 in one month. There are those who receive P8,000.00 and others P7,000.00. Can you survive with that? At first, I myself never received any pay. I worked for the school for free before.)

Sin-o ro naga implementar kara sir, may specific department or bilog nga eskwelahan?

(*Who implements the program sir, by a specific department or the whole institution?*)

Kami ro naga plan. Mabutang kami it kwan, dayon it mga NSTP teachers. Dato anay. Mahueoy-on ay taga bukid man abi. At least hay may masugo kami, duyon man lang ro importante karon. Haron ngani nga indi gid kami ka hueag kasi owa ngani kami it funding from the government. Hay ro people pa gid don of the Barangay council, people ron of the Barangay Poblacion ag ro mga empleyado it municipal health center. Volunteerism ta ro amon ina para mabuhi. Naeo-oy sanda kamon that is why gin approvahan ta kami. We are the farthest college in the province of Aklan. We are the poorest college. Our clientele are the most uncivilized people. So, inaprovahan ta kami.

Sa akong tan-aw hay dahil sa amon nga vision ag mission. Ag ro sangguniang bayan hay nagapakita nga ga bulig kamon. Owa man kami it presidente kasi ro among president hay ro Mayor. So ro among plano kara hay i-amend namon ro vision and mission. Because gin hambaean kami kara. Our vision and mission is too high. Pang Universidad. Hahah. Nga dapat if we are making our vision and mission it should follow the SMART principle. Duyon ngani ma'am nga abo pat a kami nga ueobrahon kara.

(We do the planning. We then assign the NSTP teachers. That is it in the meantime. The teachers are shy because they are from the uplands. At least we have somebody to do it for us and that is very important. That is also the reason why we cannot have the liberty to do what we want because of lack of funding from the government. Also the people of the Barangay council, the people of the Barangay Poblacion and the municipal employees of the municipal health center are involved in the implementation of the program. Volunteerism is our way in order to survive. They had pity on us so we got the approval. We are the farthest college in the province of Aklan. We are the poorest college. Our clientele are the most uncivilized people. In my point of view, we got approved because of our vision and mission and the sangguniang bayan showed that they are helping us. We do not have a president because the president of the College is the Mayor. So, our plan now is to amend our vision and mission because we were told that our vision and mission are too high like a university's vision and mission. We should follow the SMART principle in making our vision and mission. So, we still need to do a lot of things, ma'am.)

Ano ro rate it success it inyung CSR initiatives or community extension programs?
(What is the rate of success of your CSR initiatives or community extension programs?)
Hay indi pa namon masayran dahil we are still beginning ag may amon nga future plan, amon nga future plan is to expand this. Kung successful amon sa banwa hay we expand it. One of the problems in Libacao hay sanitation. In fact naga binulig kami makaron sa DENR in the cleaning of the municipality. Sige ta ro among bulig ngaron sa DENR may parte eot a kami karon sa cleanliness. Hay favorable gid a ra sa mga tawo. Happy because ginataw-an sanda it toilet bowl ag malimpyohan ro andang mga kanae nga gina tiniran it namok nga may dengue. Kung naga patawag it meeting hay naga adto gid a ron sanda. Funding gid lang ro kueang. Active andang participation.

(Well, we cannot determine it yet because we are still beginning this program and we have a future plan which is to expand this. If this is successful in Brgy. Poblacion then we are going to expand this.

One of the problems in Libacao is sanitation. In fact, we are helping the DENR in cleaning the municipality. We have been helping the DENR so we already have a part in their campaign program. The people really find the things we do favorable to them. They are happy because they were given toilet bowls and the drainage infested by mosquitoes are cleaned. If we call them for a meeting, they would gladly attend. They have active participation. We only lacked funding.)

Ano ro benepisyo nga nabaton it inyung mga beneficiaries?
(What are the benefits received by your beneficiaries?)

Health gid a ron. That is our point nga indi sanda magmasakit it typhoid fever, dengue, ag internal diseases. Side effect dayon ro andang behavior. Mga outgrowth of direct result. Bukon ta ron it gina turo kanda kundi halin a kanda mismo. Learned ta ron eh. We started with DENR nga kung siin hay every three months naga libot hay sige nga limpyo. Whole gid a ron nga poblacion.

(Health benefits. Our point is that the people do not get sick of typhoid fever, dengue, and internal diseases. There is a side effect on their behavior and their behaviours are the outgrowth of direct result. It is not that you have teach them but it should come from them. They have to learn it. We started with DENR where we have been roaming and cleaning the environment of the whole Poblacion every three months.)

Ano ro inyung mga problema or challenges nga ha agyan ma'am sa pag implementar nyo it inyung CSR initiatives or community extension programs?

(What are the problems or challenges you encountered in the implementation of your CSR initiatives or community extension programs?)

Ro number one gid a nga problema namon hay kwarta. Ag pagsunod nanda sa plano ngaron ag pag implementar. Because later on kung may plano ka ag may funding ag kung indi ma sustenar ro funding ngaron it tatlong ka ahensya (Health, Local government and ro college) hay failure man lang gihapon. Like amon nga funding sa college. Gin taw-an kami ni Mayor it 3 million hay owa ta kaabot. Kueang ro umabot nga kwarta ag kinahang-ean it ibang sector. Hay tinaw-an eang kami it over 1 million eang ag para eat a sa sweldo. Mga makaroyon baea. Gina panan-aw ko. Makaron ro hambae it CHED if you are too ambitious ag kueang sa funding hay bound to fail gid.

(Our number one problem is money, then to follow and to implement our plans because if you have a plan and the funding but these are not sustained by the three agencies(Health, Local government, College) then it is still a failure. Like our funding in the College. We have been given a fund of P3,000,000.00 but it has never reached us. The money was not enough and was allocated to the needs of other sectors. So, we were allotted only over P1,000,000.00 for the salary of the employees. So, things like this. CHED told us that if we are too ambitious and we lack the funding then we are really bound to fail.)

Paano ninyo gina solvar ro mga problema ngara sir?

(So, how do you address these challenges, sir?)

Mayad eang gid hay sa College ngaron ma'am hay abo kami nga desidido nga mag volunteer. Naga volunteer sanda kasi first hay Libacaonon sanda, second hay agud indi sanda magpaeayo sa andang pamilya. Hay alinon mo ro P5,000.00 ngaron kung mag adto ka sa barrio nga kaeayo-eayo. Third gid a nga sambato nga importante hay they (teachers) needed it for ranking. That is why many of our teachers there ag mabahoe namon nga problema gina sugid koi kimo, hay kung rankinon sanda sa DepEd. Indi nga abotan it daywang dag-on ga halin eon kasi may anda eot a eagi nga experience ona. Two (2) points eagi ron. May certificate sanda. Ngani ga agi gid sanda ona. Absorb eot a eagi sanda.

(Good that there are people in the College who volunteered. They volunteer because, first, they are Libacaonons. Second, so that they will not be separated from their family.

124

What will you do with P5,000.00 if you will be assigned in the far-flung areas. Third, and one of the most important reasons, is that teachers needed if for ranking. That is why many or our teachers leave the College and this is one of our big problems, I am telling you. When they apply for position in the DepEd, within two (2) years they will leave the College already. They have earned the experience and they get two (2) points for their community service. So, they are easily absorbed by the agency.)

Participant 5

Good morning ma'am.
(Good morning ma'am.)
Good morning man ma'am.
(Good morning too, ma'am.)
Ako si Ma. Abigail C. Nolasco, estudyante it University of the Visayas sa Cebu City. Naga conduct ako makaron it study ag ro anang title hay Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. May mga pangutan-on ako kimo ag gina siguarado ko kimo nga ro imong mga sabat kara hay indi masayran it iba ag gamiton eamang imaw para sa akong study.
(*I am Ma. Abigail C. Nolasco, a student of University of the Visayas in Cebu City, I am currently conducting a study entitled Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. I will be asking you some questions and I assure you that your responses are treated with confidentiality and will be used only for the purpose of my study.)*
Ah okay, maám.
(Okay maám.)
Ano ro mga CSR initiatives o community extension programs it inyong eskwelahan?
*(**What are the CSR initiatives or community extension programs of your institution?)**
Ah, livelihood ag naga ano man kami naga extend man kami it mga technical services. Say, may mag invite kamon iya. We need speakers. Mga livelihood programs mana, especially sa fisheries kung naga usoy sanda it technology on crab fattening, fish processing. So naga usoy man dayon ako it mga speakers pero usually hay ako gid a kasi fish processing ro akon nga major.May related programs man kami sa Hospitality Management, Criminology, and Teacher Education pero ro flagship hay Fisheries nga dikaron gid amon nga focus pero kung may proposal ron. First of all hay naga organize anay kami sa community or pwede man nga they are inviting us to talk about technology on fish or on specific topic. Pwede man on marketing it mga teachers nga may knowledge sa accounting or business management or pero kung amat hay naga tap kami sa DTI or DOST amon ron nga partners or linkages for development.
(Ah, livelihood and we also extend technical services. Say, there will be an invitation for us to talk about some topics, so we will need speakers. We have livelihood programs especially on fisheries. So, if they are looking for technology on crab fattening and fish processing, we offer it to them. So, I will be looking for speakers but I am usually the one who will speak because fish processing is my major. We also have related programs like Hospitality Management, Criminology and Teacher Education but our flagship is Fisheries and that is where we really focus on except when there is a proposal from other programs. First of all, we organize the community or when they invite us to talk about technology on fish or on a specific topic such as marketing and the like. Teachers who have knowledge in marketing, accounting or business management can also talk

about it. Sometimes we tap the DTI or DOST as our partners or linkages for development.)

Sin-o ro naga implementar kara ma'am, may specific department or bilog nga eskwelahan?

(Who implements the program, by a specific department or the whole institution?)

Yes we are involved in this CSR in the community because we are organizing in specific barangays. For example if they want the technology so ma organize anay kami tapos we consider them as our beneficiary and we monitor after the project kung na implement eon nanda then we monitor the project to see to it that there is the sustainability of the project especially if ah it involves money. So far, medyo owa gid kami it budget for financial problem nga i-extend namon only technology. If may maka source out kami it funds or the association can also produce it funds hay much better. May tandem kami ag naga monitor kami kung duyon baea nga project hay naka bulig sa andang pangabuhian. Pero so far owa gid kami ka –extend it financial. Dependent man lang ro Extension and Community Services, ro office hay naga depend man lang sa financial status or sa special trust fund. Only 10% man lang amon karon ag ginagamit lang namon kung mag attend kami it mga training, seminars ag sa amon iya ron nga pag preparar it proposal and mobilization namon because we are conducting local in-house review or univeristy review. We cannot promise to the people in the community/barangays nga maka extend kami it financial nga bulig kanda unless they will look for sponsor or mag source out sanda. Ngani technology gid lang ro among ika-ta-o. Sa Fisheries, among estudyante hay naga extend it services. For example the Marine Biology students are planting propagules in the coastal area here along the river. Iya kami ga plant sa bibi it suba in order not to erode the soil. The mangroves hold the soil and sanda ro shelter of aquatic resources. So duyon do project it mga estudyante ag gina credit namon sa extension work nanda. Syempre gin taniman ro coastal barangay nga iya sa interior. Required kara ro graduating students nga mag plant it 10 to 15 propagules. Duyon so far. Sa faculty members hay bukon eang man sanda kundi ro LGU ag other offices pa pareho it DBP. Naka plant sanda sa isla Kapispisan, that is a joint project of ASU and LGU ag gin tanuman it mangrove, may oyster culture ag napa-ubrahan it fish cages. This is the project of students and faculty and other offices who are willing to render services. Ro among beneficiary pa gid gali hay ro Development Center of Nazareth. This is managed by the Sisters. Naga talk kami it topic nga kaya namon or related sa fisheries. Kaabo-an hay mga association, they seek training for kropec making. We help one another, imo gid a sanda nga palang-gaon.

(Yes, we are involved in this CSR in the community because we are organizing in specific barangays. For example if they want the technology, then we need to organize first and we consider them as our beneficiary. We monitor the project to see to it that there is the sustainability of the project especially if it involves money. So far, we have no budget for us to extend financial help to the community, only technology. If we can source out funds or the association can also produce funds then it is much better. We monitor the project if it really benefits the community. The Extension and Community Services office depend only on the special trust fund. We utilize 10% only of the student trust fund for

training, seminars and our preparation for the proposal and our mobilization because we are conducting local in-house review or university review. We cannot promise to the people of the community/barangays that we can extend financial help to them unless they will look for a sponsor or source out funds. So, it is only technology that we give to them. In fisheries, our students are the ones who extend the services. For example the Marine Biology students are planting propagules in the coastal area along the river. We are planting in the riverbank in order to prevent erosion. The mangroves hold the soil and these serve too as the shelter of aquatic resources. So, this is the project of the students and we credit it as their extension work. The graduating students are required to plant 10 to 15 propagules. For the faculty members, they collaborate with other government agencies like the LGU and DBP. They have planted already in Isla Kapispisan. It is a joint project of ASU and LGU. They have planted mangroves, developed oyster culture and constructed fish cages. This is the project of students and faculty and other offices who are willing to render services. We also have another beneficiary and that is the Development Center of Nazareth. This is managed by the Sisters. We talk topics related to fisheries. Most of our clients are association. They seek training on kropeck making. We help one another and you really have to take care of them.)

Ano ro inyung mga problema or challenges nga ha agyan ma'am sa pag implementar nyo it inyung CSR initiatives or community extension programs?

(What are the problems or challenges you encountered in the implementation of your CSR initiatives or community extension programs?)

Malisod gid a mag gather it mga tawo because you have to go out and organize. Before that may gina ubra kami nga demographic survey sa community. Ga eaong ka anay sa Baragnay Kapitan. Isa-isahon mo gid a ro panimaeay. It is easy for us to conduct the survey bago kami mag put up it training.

(It is really hard to gather people because you have to go out and organize. Before we do that we need to have a demographic survey in the community. We have to ask permission first from the Barangay Captain. We have to visit each house. It is easy for us to conduct the survey first then have the training with them.)

Paano ninyo gina solvar ro mga problema ngara ma'am?

(So, how do you address these challenges, ma'am?)

We have the NGOs, like the congregation of sisters, the Development Center of Nazareth in Tambak. So far we have collaborated with the NGOs and I can see them as a partner. They have the association of fisherfolk and women association nga registered sa SEC and DOLE. Nakabulig gid sanda kamon sa pag organize. So ginabalikan ko man sanda it pag serbisyo. We work together for development. Anda ta ron ro financial ag amon ro technical aspect. Nag collaborate ako kanda in order to make my duties and functions as chairperson sa extension. Nag ugan ugan akong trabaho, kasi bukon it madali mag organize. May people organization man kami sa foreign country like sa Japan. Naga bulig sanda kamon ag naga tao sanda it mga training materials kung mag conduct kami it mga trainings and naga tao man sanda it mga raw materials. Medyo on

the record gd dun dahil gina accredit man mana kita. Tapos may visiting scientist kami nga Japanese. Perme imaw iya. Naga assist imaw kamon.

(*We have the NGOs like the congregation of sisters, the Development Center of Nazareth in Tambak. So far, we have collaborated with the NGOs and I can see them as a partner. They have the fisherfolk and women association and these are SEC and DOLE registered. They really helped us in organizing the people in the community. So in return, we offer our services to them. We work together for development. They provide the financial aspect and we provide the technical aspect. I collaborated with them in order to make my duties and functions as chairperson of the extension. It lightened my work because it is not that easy to organize people. We also have a people organization in a foreign country like Japan. They help us and they provide training materials when we conduct trainings and they also give raw materials. This is well documented especially we are being accredited. Then we have a visiting Japanese scientist. The scientist is always here and assists us.*)*

Ano ro inyung CSR philosophy or objectives?

(What is your CSR philosophy or objectives?)

Actually, ro among vision hay mataw-an gid a namon it technology ro mga tawo sa community ag ma-sustain not only to give lecture or talk about the topic but to sustain them for development. Also ma-sustain man ro knowledge, skills and values dahil ro school ngara hay may amon nga campus ministry for the values formation. Nag volunteer ro Nazareth sisters for the value formation of the students. Ag we hope nga makabulig sa poverty alleviation ag maka improve ro pangabuhian it mga tawo. Before, extension work is not as serious as today. Pag ka-extend mo it lectures, hay no monitoring. Pero makaron hay dapat gina monitor gid a ron it funding institution kung duyon gid baea hay naka bulig sa community. Duyon ro work it office nakon. Ro Extension and Community Services is one of the quadrology functions of the university. Ro functions hay instruction, research, extension and production. So, in this office we have also the research. We have the income generating project (IGP) or production. We have the fish processing ag syempre number one hay 100% ro instruction so we are obliged to do all the four functions gid a ron. Although research is difficult to do, since extension is the product of research. They are inseparable, couple gid sanda ra. Once the research was conducted, i-implement dayon. Dapat ro extension project hay halin sa research ag ro gin research hay i-extend man dayon. At least hay na amat amat man ro estudyante nga ma orient sanda sa research.

(Actually, our vision is to really give the technology to the people in the community and to sustain not only through giving lecture or talking about the topic but to sustain them for development. Also to sustain the knowledge, skills and values because the school has a campus ministry for values formation. The Nazareth sisters have volunteered for the value formation of the students. We hope that through this we could help in the poverty alleviation and improve the lives of the people. Before, extension work is not as serious as today. After you have extended lectures to people, there is no monitoring. But now there should be monitoring from the funding institution if it would really help uplift the lives of the people. That is the work of my office. The Extension and Community

Services is one of the quadrology functions of the university. The functions are instruction, research, extension and production. So, in this office we also have the research. We have the income generating project (IGP) or production. We have the fish processing and of course number one which should comprise 100%, is instruction. So we are obliged to do all the four functions although research is difficult to do. Extension is the product of research. They are inseparable. Once the research is conducted, it should be implemented. The extension project should come from research and the output of research should also be extended. At least the students were gradually oriented of research.)

Ano ro benepisyo nga nabaton it inyung mga beneficiaries?

(What are the benefits received by your beneficiaries?)

Excited gid a sanda ag eager to learn more. They are already excited to start the project. Lately hay may amon nga 33 participants ag naka attend it pre-registration seminar sa cooperative mostly hay women because the men are busy sa construction. Ro gin involve namon hay fisherfolks pero sangkiri nag response dahil naga panagat abi. Ro training namon hay gin compressed namon in to two sets instead of three schedules only dahil it is not easy to hold the women, the mother dahil abo nga personal reasons. Naga eaba, naga kabulig, may babies ag may mga apos pa gid. We cannot hold them for two days. Kabudlay mag hold it more than two days. Libre pa ron tanan, with food, ag transportation. For two days. Tapos ro mga materials hay free funded by CHED FES pero kung owa man ron hay student trust fund. Pero out of the 33, 1/3 of that hay excited to start to project. Hueat eang makon kamo kasi may alternative kami nga project nga while waiting for that drying fish hay gin usuyan it paaagi kung ano pa ro andang ma boe-an it pangabuhian. Excited man kami dahil may monitoring man kami after 1 year.

(They are excited and eager to learn more. They are already excited to start the project. Lately, we have 33 participants who attended the pre-registration seminar in cooperative and mostly are women because the men are busy in their work as construction workers. We involve the fisher folks but only few have responded because they are at sea to fish. Our training is compressed into two sets only instead of three schedules because it is not easy to hold the women especially mothers who have a lot of personal reasons. They do the laundry, they are working as housekeeper and because of taking care of their babies and their grandchildren. So, it is really hard to hold them for more than two days. Then during the seminar they get to receive free transportation and food for two days. The materials are also free. These are funded by CHED FES but sometimes funded by our special trust fund. But out of 33, 1/3 of that is excited to start the project. I tell them to just wait and we have an alternative project while waiting for that drying fish facility. We are looking for alternative ways to give them livelihood. We are also excited and we have to monitor it after one year.)

Abo gid nga saeamat sa imo nga oras ma' am.

(Thank you very much for your time ma'am.)

PARTICIPANT 6

Good morning, sir.
(Good morning, sir.)
Good morning man ma'am.
(Good morning too, ma'am.)
Ako si Ma. Abigail C. Nolasco, estudyante it University of the Visayas sa Cebu City. Naga conduct ako makaron it study ag ro anang title hay Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. May mga pangutan-on ako kimo ag gina siguarado ko kimo nga ro imong mga sabat kara hay indi masayran it iba ag gamiton eamang imaw para sa akong study.
(*I am Ma. Abigail C. Nolasco, a student of University of the Visayas in Cebu City, I am currently conducting a study entitled Corporate Social Responsibility Initiatives of the Selected Higher Education Institutions in Aklan. I will be asking you some questions and I assure you that your responses are treated with confidentiality and will be used only for the purpose of my study.*)
Ah okay, maám.
(Okay maám.)
Ano ro mga CSR initiatives o community extension programs it inyong eskwelahan?
(What are the CSR initiatives or community extension programs of your institution?)
Ro extension and community services hay one of the four functions of ASU. Aside sa instruction, which is the main function, hay research, and production. So ro among office hay in charge sa extension. All our projects hay based sa mga expertise it among colleges. We have nine Colleges ag daya hay College of Agriculture, Forestry and Environmental Science, College of Teacher Education, College of Fisheries and Marine Sciences, College of Industrial Technology sa Kalibo, School of Veterinary Medicine, Teacher Education Center, School of Management Sciences, School of Arts and Sciences and Teacher Education Center sa Makato. Tanan ra hay may function tanan nga extension. Every faculty hay mandated to conduct extension para ma develop anda nga instruction kasi everything is geared towards instruction. Everything that we do, mapa research man, instruction or extension hay geared towards improving instruction. Dahil through research hay ma improve ro instruction. Sa extension hay we improve also our research, extension and production ag sa production we utilize all the technologies, the transferred knowledge and skills through research, extension and instruction. Ngani naga interweave ro four functions ngara sa university. So when it comes to initiatives mostly mandated sa state universities and colleges are aligned with agriculture and fishery dahil sa Agriculture and Fishery modernization Act. Kaibahan ro state university nga mag capacitate it local government units. All programs it all colleges hay aligned dapat towards building a sustainable agriculture and fishery. Ngani centered tanan ro among initiative sa community. Gina cater namon ro farmers, fisherfolks, women, out of school youth, tapos mga indigenous people. Every one or every sector nga outside sa regular educational system ruyon nga mga owa na cover it

DepEd, CHED, SUCs or private colleges hay client imaw it extension and community services. We provide training, mentoring on different technologies for them. For LGUs we also provide training on governance but mostly specific hay aligned perme sa countryside development towards sustainable development.

(The extension and community services is one of the four functions of ASU. Aside from instruction, which is the main function, there are the functions of research, and production. So, our office is in charge of extension. All our projects are based on the expertise of the colleges. We have nine Colleges and these are: College of Agriculture, Forestry and Environmental Science, College of Teacher Education, College of Fisheries and Marine Sciences, College of Industrial Technology in Kalibo, School of Veterinary Medicine, Teacher Education Center, School of Management Sciences, School of Arts and Sciences and Teacher Education Center in Makato. All of these colleges have the extension function Every faculty is mandated to conduct extension to develop their instruction because everything is geared towards instruction. Everything that we do, may it be on research instruction or extension is geared towards improving instruction. Through research we can improve instruction. In extension we improve also our research, extension and production and in production we utilize all the technologies, the transferred knowledge and skills through research, extension and instruction. So, all of these functions interweave in the university. So when it comes to initiatives mostly mandated for state universities and colleges are projects aligned with agriculture and fishery because of the Agriculture and Fishery Modernization Act. The state university also capacitate local government units. All programs of all colleges should be aligned towards building a sustainable agriculture and fishery. So our initiatives are centered to the community. We cater to the farmers, fisherfolks, women, out of school youth, and indigenous people. Every one or every sector outside the regular educational system and those who are not covered by DepEd, CHED, SUCs or private colleges is a client of the extension and community services. We provide training, mentoring on different technologies for them. For LGUs we also provide training on governance but mostly aligned always on countryside development towards sustainable development.)

Ano ro inyung CSR philosophy or objectives?

(What is your CSR philosophy or objectives?)

Based on our manual we follow the philosophy nga extension teaches people to do things and not a system of doing things for people. Sa extension hay gina tur-an or gina train namon ro mga tawo sa community to be independent, to learn specific skills or technology para pag phase out ko project or pag leave namon sa community hay they are capable of governing and producing for themselves. It is not sustainable to provide only inputs without giving them proper capacity building on managing their own resources. Dapat total management hay capable sanda. Syempre, pag CSR abi hay the term means in other companies hay parang their way of sharing their resources or expertise to the community. Pero sa state university and colleges hay mandated 'ta ro extension and community services. Ngani kung sa major final output nga gina fund it DBM pang number four karon ro extension. Required gid a perme ra. May sarili kami nga vision which has been developed ag daya hay excellence in technology management

for sustainable development. Karon kami naka focus ro pag transfer of developed technology sa University directly to the community to the grasroots level. We facilitate all capability building. So tanan nga owa na cover sa formal education system hay ma cater pa gihapon namon. Aligned gid ra imaw sa vision it university. May amon man nga plan. We develop every year a strategic plan aligned with the university for six years. Mostly focused ra sa among sarili nga function nga ga deliver it services to the clientele, empower stakeholders ag partnership or linkages. We need to establish strong linkages. Dapat may collaboration ro research and extension with other agencies. May amon man nga sarili nga extension thrust and agenda. This is focused on food security duyon abi naka sueat sa strategic plan namon ag naga assist kami sa mga development facilities, and focused on human capability building. May amon abi nga university extension manual ag dapat indi imaw mag guwa sa mga naka state sa agenda dahil dikaron kami gina measure. Dapat abi hay aligned sa tanan nga plans it national government. Makaron gina hueat namon ro strategies it incoming new President.

(Based on our manual we follow the philosophy which states extension teaches people to do things and not a system of doing things for people. In extension we teach or train the people in the community to be independent, to learn specific skills or technology so that after the project has been phased out or after we leave it to them, they are capable of governing and producing for themselves. It is not sustainable to provide only inputs without giving them proper capacity building on managing their own resources. They should be totally management capable. Of course, when you talk about CSR for other companies, it means their way of sharing their resources or expertise to the community. But for state universities and colleges it is really mandated to have an extension and community services. So, for the major final output which is being funded by Department of Budget and Management (DBM), extension is number four. This is always a requirement. We also have developed our own vision and this states that excellence in technology management for sustainable development. That is where we are focused – on the transfer of developed technology from the university directly to the community to the grassroots level. We facilitate all capability building. So all which is not covered by the formal education system will be catered by us. This is aligned to the vision of the university. We also have a plan. We develop every year a strategic plan aligned with the university for six years. This is mostly focused on our own functions: deliver services to the clientele, empower stakeholders and partnership or linkages. We need to establish strong linkages. Research and extension should have collaboration with other agencies. We also have our own extension thrust and agenda. This is focused on food security based on what is written in the strategic plan. We assist in providing development facilities, and focused on human capability building. We have a university extension manual and all our projects should not get away from the agenda because that is where we are being measured. All plans should be aligned with the national government plans. Now we are waiting for the strategies of the incoming new President.)

Sin-o ro naga implementar kara sir, may specific department or bilog nga eskwelahan?

(Who implements the program sir, by a specific department or the whole institution?)
Tanan nga faculty of the university. The office is only composed of the director and two regular staff. Ngani, ro extension activities cannot be conducted by the office alone. And through my mandate, all faculty of every college all across the five campuses are mandated to implement at least one program and one project per curricular offering aligned sa andang program ag sa andang college. Ro mga employees ma't a hay sa kwan sanda sa general administration and support services sanda. Involved man sanda. Halimbawa ro admin, they facilitate supplies, transportation, ro mga drivers pero owa sanda gina classify nga extension services. Andang function hay general administration and support services ag mandated ron sa andang trabaho. Ugaling owa sanda it point for conducting extension unlike sa faculty dahil additional work ta kanda ron nga faculty. Additional nanda nga task so may corresponding points sanda.
(All faculty members of the university. The office is only composed of the director and two regular staff. So, the extension activities cannot be conducted by the office alone. And through my mandate, all faculty of every college all across the five campuses are mandated to implement at least one program and one project per curricular offering aligned with their program and with their college. The employees on the other hand belong to general administration and support services. They are likewise involved. For example, the administration, they facilitate supplies, the drivers on transportation, but they are not classified as extension services. Their function is to provide general administration and support services and they are mandated to do that. They do not get any point for conducting extension unlike the faculty because extension is additional work for them. They have additional tasks, so there is a corresponding point for it.)
Hay ro mga students?
(How about the students?)
Ro students hay may involvement man depende sa course. Pag sa agriculture kung may subject sanda nga extension hay gina involve sanda ron like to be exposed sa field including other courses nga may community immersion. During accreditation namon hay may student participation gid a.
(The students also have involvement depending on their course. In agriculture, if they have a subject in extension, then they are being involved like to be exposed in the field. In other courses which include community immersion then the students are also involved. During accreditation the students really are required to have participation.)
Ano ro rate it success it inyung CSR initiatives or community extension programs?
(What is the rate of success of your CSR initiatives or community extension programs?)
Based sa data namon for the last three years and even this semester we are above taget. We complied with our targets because we ensure nga ma meet namon ro target for the year dahil affected ro bilog nga university. Dahil ro performance based bonus it university hay sambilog nga requirement hay extension. Daya hay mabahoe nga point contributor. May funding abi kami sa general fund nga maintenance and other operating expenses nga gina share sa tanan nga units. Every unit hay may special trust fund ag 10% hay gina allocate para sa extension. Mandated tanan nga units. So gina monitor gid

namon ro extension nga ma meet gid ro target. Need man ra imaw sa accreditation. Gina move namon makaron nga every program hay may ana gid a nga extension.

(Based on our data for the last three years and even this semester we are above taget. We complied with our targets because we ensure that we meet our target for the year because the whole university will be affected. In performance based bonus, one of the requirements is extension. Extension is a big point contributor. We have a funding taken from the general fund which is the maintenance and other operating expenses and shared among all the units. Every unit has a special trust fund and 10% of it is allocated for extension. This is mandated in all units. So we really have to monitor that our extension services meet our target. This is also needed in accreditation. We are proposing now that every program has a program for extension.)

Paano ninyo gina evaluate or assess ro inyung mga programs?

(R: How do you evaluate or asses your programs?)

Kami abi sa university hay ISO 2009-2015 certified kami. May mga standard forms kami to evaluate client satisfaction. May target kami and every month gina submit for the Office of the President ag quarterly for the DBM. May regular monitoring. Every training and every consultation hay may client satisfaction survey. May standard forms gid kami karon. In the first place before we implement the project, we conduct community based needs assessment. We make sure that the technology and knowledge that we are imparting are need of the community. If they don't need that particular technology or knowledge we don't introduce it to them. So, depending to the needs, indiviually or by group so may assessment gid dapat for each project.

We are now introducting the new mode of monitoring whch is the results based montiroing. Makaron hay dapat gina usoy gid namon kung how many of the 30 participants adopted the knowledge or skills or how many percent ro increase in knowledge so we have pre and post test to determine how many adopted the knowledge. Since instruction is mandated by CHED to be outcomes-based so in extension we make it a point that it is also results-based.

(The university is ISO 2009-2015 certified. We have standard forms to evaluate client satisfaction. We have a target and every month we submit it for the Office of the President and quarterly for the DBM. We have a regular monitoring. For every training and consultation we conduct a client satisfaction survey. We really have standard forms for that. In the first place before we implement the project, we conduct community based needs assessment. We make sure that the technology and knowledge that we are imparting are needed by the community. If they don't need that particular technology or knowledge we don't introduce it to them. So, depending to the needs, individually or by group so we really have an assessment for each project. We are now introducing the new mode of monitoring which is the results based monitoring. Now we are after the number of how many of the 30 participants adopted the knowledge or skills or how many percent is the increase in knowledge so we have pre and post test to determine how many adopted the knowledge. Since instruction is mandated by CHED to be outcomes-based so in extension we make it a point that it is also results-based.)

Ano ro benepisyo nga nabaton it inyung mga beneficiaries?

(What are the benefits received by your beneficiaries?)
Mostly ro benefits nanda hay more on increase in knowledge and transfer of technology because we do not provide materials. Extension is not providing materials to the community. Gift giving and feeding program is not an extension activity. We do not count it as extension. Extension is the transfer of knowledge, skills and attitude from the university towards the community.
(Mostly the benefits they receive are increase in knowledge and transfer of technology because we do not provide materials. Extension is not providing materials to the community. Gift giving and feeding program is not an extension activity. We do not count it as extension. Extension is the transfer of knowledge, skills and attitude from the university towards the community.)
Ano ro inyung mga problema or challenges nga ha agyan sir sa pag implementar nyo it inyung CSR initiatives or community extension programs?
(R: What are the problems or challenges you encountered in the implementation of your CSR initiatives or community extension programs?)
Ro na encounter namon hay ro ageing faculty, mga senior faculty eon tanan ag maeapit na mag retire. Owa eon ga engage kasi near retirment age. Ro iba hay they don't want to conduct extension dahil na reach eon nanda ro merit and promotion points nga maximum. Pero, we are doing our side nga gina convince gid namon sanda nga mag engage gihapon. Hambae ko ro minatuod nga professor hay gina professs ag share nanda ro andang knowledge, skills and technology. Useless ro investment it government in sending them to trainings and graduate school kung indi nanda ma share ron sa community. Kung indi nanda ma mentor ro younger generation or faculty. Sambilog pa gid hay naga increase ro target to 10% every year ag dahil owa man naga increase ro budget. So funding ro problema. Limited ro budget ag dahil very expensive ro extension ag owa abi imaw ron naga earn. Puro ta paguwa karon ro kwarta. In other CSRs may ina 'ta nga balik. They will provide you with materials, but those materials are purchased and some are donations nga gin tao it foundation. Ro social responsibility nanda hay pang media presence man lang when compared sa university nga mandated gid'a imaw. It is our mandate to be socially responsible to the community dahil funded it government ro activities. Bisan limited basta maka deliver. With participants halimbawa sa community sa Malinao, may na organize kami nga mga coops. Nakita namon nga mas nag mature sanda. Before, we have to provide transportation and food and other initiatives to convince them to attend the training pero makaron hay matsa nag mature na ag na appreciate eon nanda ro among contribution. Kung bag-o pa eang hay ikaw gid ro ma-spend. You have to convince them to attend. Dapat may allowance pa kung ikaw ga tao it seminar. Sa community hay sa start hay may resistance to acceptance. So gina target gid namon ro mga community nga may needs. Pag pinilit mo sa community nga indi nanda need hay ro acceptance hay manaba. So dapat hay may proper assessment. Extension activity is not an endeavor of one individual but needs the collaboration of all the members of the community and different groups and different agencies. Very careful man kami mag tap it organization. Gina select namon ro may mutual benefit bago mag partner kami like DSWD, DILG DTI para they have the fund and we have the

technology and expertise. Ro gina iwasan namon hay masudlan kami it religious, ag may connection sa politics. Dapat fairly treated tanan. Extension is non- religious and non- partisan. Owa kami ga mention nga ay governor nga project ra, etc.

We encounter problems with our ageing faculty. The senior faculty members who are about to retire. They do not engage anymore because they are near to their retirement age. Others do not want to conduct extension because they have reached the maximum points for merit and promotion but we are doing our side to still convince them to engage. I told them that the real professor professes and shares their knowledge, skills and technology. The investment of the government in sending them to trainings and graduate school will be useless if they do not share it with the community and if they cannot mentor the younger generation or faculty. Another one is the increase of the target to 10% every year and since there is no increase in the budget. So, we have a problem with the funding. We have a limited budget and extension is very expensive. It has no earnings. It is all about giving out of money. In other CSRs there is a return. They will provide you with materials, but those materials are purchased and some are donations coming from the foundation. Their social responsibility is only for media presence. When it is compared to a university, it is really mandated. It is our mandate to be socially responsible to the community because the activities are funded by the government. Even if it is limited we have to deliver. Regarding the participants, for example in the community in Malinao, we have organized cooperatives. We have noticed that they have matured. Before, we have to provide transportation and food and other initiatives to convince them to attend the training but now, they have matured and appreciated our contribution. At first, you really will have to spend a lot. You have to convince them to attend. You should provide allowance if you will conduct a seminar. In the   community, there is resistance to acceptance at first. So we really target the community with needs. If you push them to something that they do not need, the acceptance is low. So, there should really be a proper assessment. Extension activity is not an endeavor of one individual but needs the collaboration of all the members of the community and different groups and different agencies. We are very careful in selecting the organizations that we tap. We select those which we have mutual benefit before partnering with them like the DSWD, DILG and DTI. They have the fund and we have the technology and expertise. We should not be associated with the religious and a political party. There should be a fair treatment to all. Extension is non- religious and non- partisan.)

Paano ninyo gina solvar ro mga problema ngara sir?

(R: So, how do you address these challenges, sir?)

Amon nga practice hay every activity hay may among gid nga lessons learned. Positive or negative man hay gina record namon. Gina document namon bisan ano ro andang haubra or gin hambae. Basta pagkatapos it meeting hay we should move forward. We always prepare for contingency. We will have an intervention kung may makita kami nga medyo naga fail na imaw. May strategy kami nga gina ubra. Pero, enjoyable mag work in the extension services, may challenges may opportunities not just financially, pero may management opportunity. So many areas to grow.

(Our practice is that for every activity, we have lessons learned. Whether it is positive or negative, we discuss and record it. We document everything including what has been done and said and we make it a point that after the meeting we should move forward. We always prepare for contingency. We will have an intervention if we notice that we are about to fail in a certain area. We have a strategy for it. But then, I find it enjoyable working in the extension and community services. There are challenges and opportunities not just financially, but there is also management opportunity. So many areas to grow.)

Abo gid nga saeamat sa imo nga oras sir.

(Thank you very much for your time sir.)

IJSER

APPENDIX F

Code Book

PARTICIPANT 1

Significant Statements	Formulated Meaning	Theme
"We do this every three to five years so that we can assess what really are their needs and that the program which we will implement will be relevant. It appears that the number one need is the need of the community for a skills and livelihood training for food processing."(L73-76)	The institution conducts needs assessment regularly	Conduct of Needs Assessment
"Ah, actually the whole institution. We are really encouraging everyone to participate. Not just the students but also, ah the management, the staff, the faculty and even the parents and the alumni. We really encourage them to get involved so we have a schedule per department as to when they are going to do their turn. Each department has a partner – office." (L62-67)	Encourage stakeholders' involvement or participation	Stakeholders' involvement
"Ah, for the environmental, I can say that it is successful because we have been a partner of Bakhawan Eco Park. So, our students go there regularly if not every weekend or every Saturday except if we have school activity. You have seen the Bakhawan Eco Park, right? So, it is one where you can visit and see. Then, what	Their collaboration and strong partnership have a great contribution in the successful implementation of their CSR initiatives or	Collaboration with government or non-government organizations

else? Maybe our ALS (alternative learning system) program because we have been a partner of DepEd. This is one of the advocacies of Sir Allen (Quimpo) - education for all. We also have skills and livelihood and basic literacy where our Basic Education department conducts tutorial classes to the kids of New Buswang. There is another thing that we promote and these are the three acts of goodness because we are a partner of Guang Ming College. We promote the three acts of goodness: think good thoughts, speak good words and do good deeds." (L174-186)	community extension programs.	
"So, we conduct an impact study. This is spearheaded by me in partnership also with all the departments. We are set to conduct an impact study in March next year to know the impact, if the program was effective, if it was implemented well, and if our beneficiaries were happy about it." (L150-154)	The impact study is done regularly to determine if the programs were effective and if their beneficiaries were happy about it.	Evaluation and Monitoring
"We conduct evaluation, planning and implementation. What needs to be done in order for the program to be successful? We also have a regular meeting. We even teach them documentation. This is another challenge- the proper documentation because our programs should be well documented. Otherwise, it has no credit or there has been no implementation. Others	In monitoring their CSR initiatives or community extension programs, HEIs should observe proper documentation.	Evaluation and Monitoring

implement their programs without documentation because we do a lot of things. This is especially needed for accreditation." (L286-293)	They engage in CSR initiatives or community extension programs because it is one of the requirements for accreditation.	Requirement for accreditation
"Another challenge is the budget. Sometimes the student has a contribution of P5.00 each. So we can only provide what we can provide. So we have requested our school bus as a service vehicle for them to bring them to Pook or New Buswang and back to the school to minimize the travel expenses or we can also look for partners to help us defray our expenses." (L248-253)	Due to the limited budget or lack of fund, HEIs find ways to solve this concern. One is by asking contribution from the students and another is looking for partners to help them defray for their expenses.	Lack of funding of financial support
"Hmm, before it is really hard to implement the programs because only a few participate. But eventually, it has become part of our culture. It is because our attendance is being checked. We have a record now for each student as well as the faculty member. So, the faculty really have to participate in order for them to have a certificate of participation and it will be part of their records in the HR. It will be used as a basis for promotion because it is one of your responsibilities to	Participation of the faculty members and students in the CSR initiatives or community extension programs is required in private HEIs because it has become part of their culture. Their attendance is being	Benefits to HEI and faculty members

get involved in the programs of the school and they are happy about it." (L241-248)	checked and they have a record for each student and faculty member. Faculty members are required because their participation is used as a basis for promotion.	
"Then, this program should be sustainable. This is really our objective that it will not only be good for today but it should be for long term. So, this program should be sustainable so that the community will feel that our program is useful and for the long term not that it is only a one time implementation. At first, we really find it difficult but eventually we are learning how to implement the community extension program. We really encourage them to get involved because we are under accreditation and this is a requirement. Everyone knows about it because they are involved." (L101-109)	HEIs make sure that the programs they give to the community is sustainable.	Sustainability of CSR initiatives or community extension programs
"We always tell this to our students and volunteers during the orientation that volunteers are not being paid because you are special and they cannot afford to pay you. We are inspired to work because, I do not know, maybe, it is a calling that I am here. I am happy that I am able to	As head of the community extension office, she finds fulfillment in her work. She can help and inspire	Sense of responsibility

mingle with different kinds of people. I meet a lot of people along the way because I coordinate with different agencies. That makes me happy. You can help and inspire other people as well and this is your way of giving back to the community. You share what you have. You give back even a little but you are blessed compared to other people. This is what I want my students to realize also." (L133-142)	other people as well and doing her job is her way of giving back to the community.	
"You have to be very creative on how are you going to inspire them to attend the seminar or meeting since you are taking their time." (L261-263)	They have to be creative to inspire people to participate in the community extension programs.	Sense of creativity

Self-fulfillment |
| "This is one of the advocacies of Sir Allen (Quimpo) - education for all. We also have skills and livelihood and basic literacy where our Basic Education department conducts tutorial classes to the kids of New Buswang. There is another thing that we promote and these are the three acts of goodness because we are a partner of Guang Ming College. We promote the three acts of goodness: think good thoughts, speak good words and do good deeds. Actually, we implement this in the school and we share this to the community." (L180-187) | Advocacies of the president and the coordinator of the community extension service have an influence on what CSR initiatives or community extension programs should the HEI implement. | Sense of responsibility |

"Through the spirit of volunteerism, our students realize that we cannot help each one but as an individual we could help in our own little way. We always tell this to our students and volunteers during the orientation that volunteers are not being paid because you are special and they cannot afford to pay you. We are inspired to work because, I do not know, maybe, it is a calling that I am here. I am happy that I am able to mingle with different kinds of people. I meet a lot of people along the way because I coordinate with different agencies. That makes me happy. You can help and inspire other people as well and this is your way of giving back to the community. You share what you have. You give back even a little but you are blessed compared to other people. This is what I want my students to realize also." (L130-142)	They have developed the spirit of volunteerism and they are inspired to work or participate in the activities because they are happy about it. It is their way of giving back to the community and sharing what they have.	Sense of responsibility Spirit of volunteerism
Yes, ah, here at our school, we have developed different initiatives. So, this has been approved, discussed with the department heads and by the management of the school. So, we have four. We have environmental awareness and conservation. Next is information and education campaign, literacy and capability building and skills and livelihood training. (Participant 1, L33-38)	One of their CSR initiatives is environmental awareness and conservation. They partner with the local government in promoting one of the tourist spots of the municipality.	Taking care of the environment

Ah, for the environmental, I can say that it is successful because we have been a partner of Bakhawan Eco Park. So, our students go there regularly if not every weekend or every Saturday except if we have school activity. (L174-177)		

PARTICIPANT 2

Significant Statements	Formulated Meaning	Theme
"Ahm, for the community extension programs of the institution, our community extension program focuses on health because the school, Saint Gabriel College offers health related courses. Based on our mission and vision, we provide quality education related to health." (L341-344)	They focus their CSR initiatives or community extension programs on health because the school offers health related courses.	Alignment with the vision and mission of HEI
"We are also offering the technical vocational related programs by the TESDA. So, we incline these programs especially to our emergency medical services."(L346-348)	The HEI offers the technical vocational related programs by the Technical Education and Skills Development Authority or TESDA and these are inclined to their emergency medical services.	
"We focus on the disaster preparedness and the basic		

life support. We teach them how to be ready on any emergency cases and then the first aid." (L351-353)		
"Then, since we have become part of the industry, we respond also not just only in times of disaster but also during special events conducted by the municipality of Kalibo like the Ati-atihan festival. We are being tapped by the municipality as partners for the municipal disaster and risk reduction program." (L485-490)	The accreditation team advised them to focus on the needs of the community.	
"So the accreditation team always tells us, "it is not what you want to do to the community but you should focus on what really are the needs of the community." (L442-445)		
"Ma'am, we based on our need assessment per barangay. The barangay gives us their needs and it is where we give our focus. Unlike in our previous programs, we make the plans on what programs to provide them. Now, it is the other way around." (L546-549)	The conduct needs assessment and focused their plans and programs based on the result of the needs assessment.	Conduct of Needs Assessment

"Ahm, what we do Ma'am is we conduct the activity one by one where everyone has to participate but mostly it is us, SGC Emergency Medical Services (SGCEMS) who is in-charge of the community extension because this has been my advocacy since then. So, the students and also the advisers and teachers participate because they are the ones who monitor the activities." (L365-370)	Students participated in their community extension programs but mostly it was done by the Emergency Medical Services department. The teachers and advisers participated through monitoring the programs.	Stakeholders' Involvement
"We are being tapped by the municipality as partners for the municipal disaster and risk reduction program." (L488-490)	They have collaborated with their respective municipal offices and other government agencies.	Collaboration with government or non-government organizations
"Ah regarding that aspect they (faculty members) monitor the results, Ma' am of our program. Like now we have and update on our feeding program in Makato. The advisers really monitor the programs and they give us the feedbacks on its status so that by January, we could identity our shortcomings and develop	Monitoring enables the HEIs to receive feedbacks and to identify their shortcomings about the program. They can then develop plans in order to improve and develop their program.	Evaluation and Monitoring

147

a plan for the said programs."(L434-438)		
"One thing more is because we really intend to put our program in place. We really need to be at their community or even invade their privacy just like an immersion to really monitor if they follow our teachings to them." (L517-520)	In monitoring they invade the privacy of the people in the community.	
"It is costly though because we spent most for the expenses and our clients are many because the parents are included." (L461-462)	They have a problem with the funding because they have a limited budget and extension is very expensive.	Lack of funding or financial support
"The challenges encountered in the implementation are the budget and people. It is difficult if you do not have the people who will work for the project as well as if you do not have enough budget."(L512-514)	The lack of participation of stakeholders is one of the problems by the community extension office	Lack of participation
"At first, I said that it is quite easy to implement but then it is difficult to maintain because of the number. So	They have a problem with the funding because they have a limited	

that is why we need to have a plan for the budget. I thought that our budget in one activity is only P10,000.00 but it is more than that, it amounts to P30,000.00 because they are so many. We did not expect this to happen."(L520-524)	budget and extension is very expensive.	
"We give our service voluntarily. They pay us for gasoline but mostly we do not charge them and we do not ask them. It is really for the service of the community because that is the advocacy. It is not just because we had earnings for the training. Now, it is our time to return to the community. So, we give free service if they need us. If they have medical conditions like a stomach ache, taking their blood pressure or vital signs or trainings. We gave it to them for free. We do not ask for any financial support of whatever and the school itself supports the program." (L402-409)	They have developed the spirit of volunteerism and The advocacies of the president and the coordinator of the community extension service have an influence on what CSR initiatives or community extension programs should the HEI implement.	Sense of responsibility and Spirit of volunteerism
"So, in times of accreditation, one of the questions asked by	Proper documentation and monitoring should be done by the HEIs	Requirement for accreditation

the accreditors is what is your advocacy." (L411-412) "So the accreditation team always tells us, "it is not what you want to do to the community but you should focus on what really are the needs of the community." (L442-445)	because these are needed for accreditation purposes.	
Not all employees ma'am. They participate only in times of medical mission. If the community extension has special activities like tree planting then, the employees also participate. We also have a program with Bakhawan Eco Park but we had a problem when it was temporarily closed. So, we have not gone back to the Park yet. (L379-383)	They conduct CSR initiatives on the environment. This is participated by the HEI employees. Unfortunately, they encountered problems when the subject of their program was temporarily closed.	Taking care of the environment

PARTICIPANT 3

Significant Statements	Formulated Meaning	Theme
"So, we have ahm, a holistic program." (L593)	CSR initiatives or community extension programs are holistic and since the HEI is a Catholic	Alignment with the vision and mission of HEI

"Then, when you talk about holistic, (it involves) the spiritual aspects of the lives of the people, their livelihood, the relationship in the community and the interaction with the community." (L594-597) "The purpose is to support the college mission by providing services on programs, encourage students' learning in and out of classrooms and developing community through active participation of the people involved." (L665-668)	institution it involves the spiritual aspects of the lives of the people. The main purpose of the community extension office is to support the mission of the college.	
"So first of all, uhm the administration. Then, uhm the non-academic personnel and teaching personnel. Then for the different departments including the basic department, the high school and elementary department. So, for example the TELAD or the teacher education department they have their literacy program for our adopted communities. For the ICS department they have free computer literacy program for our youth and out of school youth. For BSHM they have bread making and mass	The administration, non-academic and academic personnel are engaged in their CSR initiatives or community extension programs. It could be noted that the initiatives of each department were related to their curricular programs.	

wedding once in a year. Then for the BSTM they have the eco-tourism, seminar workshop on local guiding, create an eco-tourism day tour package, then beautification of Saint Francis garden. Then for the Criminology department, they have their apostolate in prison in both in provincial and municipal level. Then for the Nursing they have a health care, dental and optical mission and feeding program and for the BSBA they have a hog grower and feeds store in our adopted communities." (L640-654)		
"If the CESA is an institutional program, then there should be an active involvement of all especially the faculty and staff because the students will always follow what will be required of them. This is the reason why I cannot say that the participation (of the faculty members and staff) in the adopted communities is 100%. Maybe they cannot accept that it is an institutional program. I do not know if they are neither aware	There should be an active involvement of all the stakeholders of the HEI especially the faculty members and staff. Some of the probable reasons of the lack of participation of the faculty members and staff are lack of awareness of the programs, lack of awareness of the importance of the program and the non-acceptance of	Lack of participation of faculty members and staff

nor they do not see the importance of the program. The departments who are involved do not know their programs. Not all the faculty members have been to or seen the area. If they have been to the area they can see the realities of the lives of the people there and they can think of programs which are really needed by the people and not simply rely on the CESA." (L800-810)	community extension as an institutional program.	
"I find it very difficult on my part because it seemed like they are not serious in implementing their programs. They should be the ones who should initiate the programs and the CESA office will facilitate and assist. The CESA office has other projects besides the departmental programs because if I will just rely on their programs, nothing will happen. I have also observed that the programs should not be initiated in the second semester because the school is very busy and full of activities like the St. Nino Ati-atihan festival in January and Foundation day in February as	It is difficult on the part of the office of the community extension to implement the programs without the support of the faculty members and staff. The programs should not be initiated during the second semester because the school has many activities. It should be initiated in the first semester instead.	Sense of responsibility

well as Graduation in March. Instead, it should be started in the first semester so that it will be implemented well."(L813-823)		
"Not really. Hahahaha. But then, through formation, the values should be instilled to them. They should not rely on us but we are trying to form them to become self-reliant. They should not rely on what we give to them otherwise if we just give them what they need then, we are not helping them. There is a saying, "teach them how to catch a fish." So, we will teach them how to stand on their own, to stand on their own feet. That is it. It is really hard." (L732-738)	It is really hard to do their jobs as coordinators but they are trying their best to overcome the challenges and fulfill their obligation. Proper documentation and monitoring should be done by the HEIs because these are needed for accreditation purposes.	Requirement for accreditation
"So, we have ahm for the PAASCU, we are level 2 with the rate of .5. So, we obtained the highest point. So, we have documentation. We have pictures and reports: midterm reports and year-end reports. These are submitted to the Rector-President and		

especially if there is accreditation. This is being asked by the accreditation body.” (L678-682)		

PARTICIPANT 4

Significant Statements	Formulated Meaning	Theme
“Our vision is about the development of human inhabitants of Libacao because many of our people in other portions of the municipality are still illiterate.” (L886-888)	The CSR initiatives or community extension programs are focused on the development of the people in the municipality.	Alignment with the vision and mission of HEI
“One of the problems in Libacao is sanitation. In fact, we are helping the DENR in cleaning the municipality. We have been helping the DENR so we already have a part in their campaign program.” (L976-978)	The college has CSR initiatives or community extension programs that help address the problems of the local government.	
“We do the planning. We then assign the NSTP teachers.” (L941)	The persons involved in their CSR initiatives are the NSTP teachers and the people of the municipality. His office is	Stakeholders’ Involvement

"Also the people of the Barangay council, the people of the Barangay Poblacion and the municipal employees of the municipal health center are involved in the implementation of the program." (L945-948)	tasked for the planning of the CSR initiatives.	
"In fact, we are helping the DENR in cleaning the municipality. We have been helping the DENR so we already have a part in their campaign program." (L976-978)	They have collaborated with their respective municipal offices and other government agencies.	Collaboration with government or non-government organizations
"There are only few corporate social responsibility initiatives because of lack of money. We are very poor. The LGU is giving us only a little amount to run the College." (L862-864) "But we are very sorry that Libacao is a poor municipality. Half only of our budget reaches the College. If we only have the money we can run this school like other schools." (L898-901)	Since the local community college is ran by the local government unit, it mainly gets it support from the resources of the municipality. Thus, only half of the budget of the municipality goes to the college.	Lack of funding or financial support

"That is also the reason why we cannot have the liberty to do what we want because of lack of funding from the government." (L943-945)	Although the college has been given a fund, it never reached the college because the money was not enough. It was given to the needs of the other sectors.	
"Our number one problem is money, then to follow and to implement our plans because if you have a plan and the funding but these are not sustained by the three agencies (Health, Local government, College) then it is still a failure. Like our funding in the College. We have been given a fund of P3,000,000.00 but it has never reached us. The money was not enough and was allocated to the needs of other sectors. So, we were allotted only over P1,000,000.00 for the salary of the employees. So, things like these. CHED told us that if we are too ambitious and we lack the funding then we are really bound to fail."(L1013-1021)	The faculty members are easily absorbed by the Department of Education because they get two (2) points for their community service. Their participation in the community service of the local community college helped them for the ranking purposes.	Benefits to HEI and faculty members

"Good that there are people in the College who volunteered. They volunteer because, first, they are Libacaonon. Second, so that they will not be separated from their family. What will you do with P5,000.00 if you will be assigned in the far-flung areas? Third, and one of the most important reasons, is that teachers needed it for ranking. That is why many or our teachers leave the College and this is one of our big problems, I am telling you. When they apply for position in the DepEd, within two (2) years they will leave the College already. They have earned the experience and they get two (2) points for their community service. So, they are easily absorbed by the agency." (L1034-1043)	The main reason why their teachers volunteer is they are Libacaonons. They have a responsibility towards their own hometown.	Sense of responsibility and spirit of volunteerism
"Good that there are people in the College who really wanted to volunteer. They volunteer because, first, they are Libacaonons."(L1034-1035)		
"One of those is we participated in the cleanliness	They are part of the cleaning program of the	

program and we have our part there cleaning the stage and the community. I started asking now for a tie-up with the Barangay Council to initiate the dengue prevention program of the community for sanitation but it has not yet been done. That is all, ma'am." (L864-868)	DENR. The DENR is focused on cleaning the municipality. They have active participation in this campaign.	Taking care of the environment
"One of the problems in Libacao is sanitation. In fact, we are helping the DENR in cleaning the municipality. We have been helping the DENR so we already have a part in their campaign program. The people really find the things we do favorable to them. They are happy because they were given toilet bowls and the drainage infested by mosquitoes are cleaned. If we call them for a meeting, they would gladly attend. They have active participation. We only lacked funding." (L976-982)		

PARTICIPANT 5

Significant Statements	Formulated Meaning	Theme
"The Extension and Community Services is one of the quadrology functions of the university. The functions are instruction, research, extension and production." (L1250-1251)	The university is mandated by the government to have extension programs. It is one of the quadrology functions of the university.	Alignment with the vision and mission of HEI Mandate of the law
"In fisheries, our students are the ones who extend the services. For example the Marine Biology students are planting propagules in the coastal area along the river." (L1152-1154)	Graduating students are required to plant 10 to 15 propagules. The faculty members are also engaged in the extension services.	Stakeholders' Involvement
"So, this is the project of the students and we credit it as their extension work. The graduating students are required to plant 10 to 15 propagules. For the faculty members, they collaborate with other government agencies like the LGU and DBP." (L1156-1160) "Sometimes we tap the DTI or DOST as our partners or	They have collaborated with their respective municipal offices and other government agencies.	Collaboration with government or non-government organizations

linkages for development." (L1095-1096)		
"For the faculty members, they collaborate with other government agencies like the LGU and DBP. They have planted already in Isla Kapispisan. It is a joint project of the university and LGU. They have planted mangroves, developed oyster culture and constructed fish cages." (L1158-1162)		
"So far, we have collaborated with the NGOs and I can see them as a partner. They have the fisher folk and women association and these are SEC and DOLE registered. They really helped us in organizing the people in the community. So in return, we offer our services to them. We work together for development. They provide the financial aspect and we provide the technical aspect. I collaborated with them in order to make my duties and functions as chairperson of the extension. It lightened my work because it is not	Collaborated with non-government organizations and the NGOs helped them in organizing the people in the community. The HEI even have a partner with a people's organization (PO) in Japan. The PO provided them training and other needed materials for their project.	Evaluation and Monitoring
	Evaluation and monitoring of the programs are the important functions of the office of the extension services. Each HEI has its own way of monitoring	

that easy to organize people."(L1203-1211)	their CSR initiatives or community extension programs.	
"We also have a people's organization in a foreign country like Japan. They help us and they provide training materials when we conduct trainings and they also give raw materials." (L1211-1213)		
"Before, extension work is not as serious as today. After you have extended lectures to people, there is no monitoring. But now there should be monitoring from the funding institution if it would really help uplift the lives of the people. That is the work of my office." (L1246-1250)	In monitoring their CSR initiatives or community extension programs, HEIs should observe proper documentation.	Sustainability
	Like the local community college, public HEIs also have difficulty in sourcing out funds for their extension services. The extension and community services office depend only on the special trust fund wherein they can only utilize 10% of said fund. They have no budget to extend financial help to the community but they can only give technology.	Accreditation requirement
We monitor the project if it really benefits the community (L1144-1145).		
"We monitor the project to see to it that there is the sustainability of the project		Lack of funding or financial support

especially if it involves money." (L1140-1141)		
"This is well documented especially we are being accredited."(L1213-1214) "So far, we have no budget for us to extend financial help to the community, only technology. If we can source out funds or the association can also produce funds then it is much better. We monitor the project if it really benefits the community. The Extension and Community Services office depend only on the special trust fund. We utilize 10% only of the special trust fund for training, seminars and our preparation for the proposal and our mobilization because we are conducting local in-house review or university review. We cannot promise to the people of the community/barangays that we can extend financial help to them unless they will look for a sponsor or source out funds. So, it is only technology that we give to them." (L1141-1152)	The importance of extension services is not only to give technology to the people in the community but also to sustain them for development through the knowledge, skills and values imparted. Public HEIs are obliged to perform the quadrology functions of research, instruction, extension and production. These functions are inseparable and interweave in the university.	Sustainability of the CSR initiatives or community extension programs Mandate of CHED Quadrology

"Actually, our vision is to really give the technology to the people in the community and to sustain not only through giving lecture or talking about the topic but to sustain them for development. Also to sustain the knowledge, skills and values because the school has a campus ministry for values formation."(L1240-1244)		
"So we are obliged to do all the four functions although research is difficult to do. Extension is the product of research. They are inseparable. Once the research is conducted, it should be implemented. The extension project should come from research and the output of research should also be extended." (L1255-1259)	The students are involved in the environmental project of the HEI. The graduating students are required to plant 10 to 15 propagules. Moreover, the faculty members collaborate with agencies like LGU and DBP in planting mangroves, developing oyster culture and constructing fish cages	Taking care of the environment
"For example the Marine Biology students are planting propagules in the coastal area along the river. We are planting in the riverbank in order to prevent erosion. The mangroves hold the soil and		

these serve too as the shelter of aquatic resources. So, this is the project of the students and we credit it as their extension work. The graduating students are required to plant 10 to 15 propagules. For the faculty members, they collaborate with other government agencies like the LGU and DBP. They have planted already in Isla Kapispisan. It is a joint project of ASU and LGU. They have planted mangroves, developed oyster culture and constructed fish cages. This is the project of students and faculty and other offices who are willing to render services." (L1153-11-63)		

PARTICIPANT 6

Significant Statements	Formulated Meaning	Theme
"So when it comes to initiatives, mostly mandated for state universities and colleges are projects aligned with agriculture and fishery because of the Agriculture and Fishery Modernization Act." (L1374-1376)	The university is mandated by the government to have extension programs. It is one of the quadrology functions of the university.	Alignment with the vision and mission of HEI
"We also have developed our own vision and this states that excellence in technology management for sustainable development. That is where we are focused – on the transfer of developed technology from the university directly to the community to the grassroots level. We facilitate all capability building. So all which is not covered by the formal education system will be catered by us. This is aligned to the vision of the university. We also have a plan. We develop every year a strategic plan aligned with the university for six years."(L1434-1441)		

"Everything that we do, may it be on research instruction or extension is geared towards improving instruction. Through research we can improve instruction. In extension we improve also our research, extension and production and in production we utilize all the technologies, the transferred knowledge and skills through research, extension and instruction. So, all of these functions interweave in the university."(L1368-1374)	The quadrology functions of the university include research, instruction, production and extension. These functions interweave with one another.	Quadrology function
"We also have our own extension thrust and agenda. This is focused on food security based on what is written in the strategic plan. We assist in providing development facilities, and focused on human capability building. We have a university extension manual and all our projects should not get away from the agenda because that is where we are being measured. All plans should be aligned with the national government plans." (L1445-1451)	The university has its own extension thrust and agenda which they are required to follow. The extension programs that they have should be aligned with the plans of the national government.	

"In the first place before we implement the project, we conduct community based needs assessment. We make sure that the technology and knowledge that we are imparting are needed by the community. If they don't need that particular technology or knowledge we don't introduce it to them. So, depending to the needs, individually or by group so we really have an assessment for each project." (L1547-1553)	Conducting a needs assessment is important so that the technology and knowledge that they would impart are the needs of the community.	Conduct of Needs Assessment
"So we really target the community with needs. If you push them to something that they do not need, the acceptance is low. So, there should really be a proper assessment." (L1644-1646)	The needs assessment should be done properly otherwise it would result to low acceptance of the community.	Stakeholders' Involvement
"All faculty members of the university. The office is only composed of the director and two regular staff. So, the extension activities cannot be conducted by the office alone. Through my mandate, all faculty of every college	The extension activities cannot be conducted by his office alone. Thus, all faculty members of the university across all of their campuses are mandated to implement at least one program and one	Collaboration with government or non-government organizations

all across the five campuses are mandated to implement at least one program and one project per curricular offering aligned with their program and with their college. The employees on the other hand belong to general administration and support services. They are likewise involved. For example, the administration, they facilitate supplies, the drivers for transportation but they are not classified as extension services. Their function is to provide general administration and support services and they are mandated to do that." (L1471-1481)	project per curricular offering. The employees of the HEI are likewise involved in providing general administration and support services.	
"We need to establish strong linkages. Research and extension should have collaboration with other agencies." (L1443-1444)	It is really important for both public and private HEIs to establish linkages or partnerships with different government or non-government organizations.	
"Extension activity is not an endeavor of one individual but needs the collaboration of all the members of the community and different		

groups and different agencies. We are very careful in selecting the organizations that we tap. We select those which we have mutual benefit before partnering with them like the DSWD, DILG and DTI. They have the fund and we have the technology and expertise." (L1646-1652)		
"We should not be associated with the religious and a political party. There should be a fair treatment to all. Extension is non- religious and non- partisan." (L1652-1654)	They are careful in selecting the organizations because extension is non-religious and non-partisan. Also, they make it sure that there is mutual benefit between the HEI and their partner agency.	Evaluation and Monitoring
"So we really have to monitor that our extension services meet our target. This is also needed in accreditation."(L1519-1520)		Accreditation requirement
"During accreditation the students really are required to have participation." (L1495-1496))		

"The university is ISO 2009-2015 certified. We have standard forms to evaluate client satisfaction. We have a target and every month we submit it to the Office of the President and quarterly to the DBM. We have a regular monitoring. For every training and consultation we conduct a client satisfaction survey. We really have standard forms for that." (L1543-1547)	In monitoring their CSR initiatives or community extension programs, public and private HEIs should observe proper documentation. When the programs are not documented well, it is equivalent to no implementation and earns no credit in accreditation. Proper documentation is needed for accreditation purposes.	
"We are now introducing the new mode of monitoring which is the results based monitoring. Now we are after the number of how many of the 30 participants adopted the knowledge or skills or how many percent is the increase in knowledge so we have pre and post test to determine how many adopted the knowledge. Since instruction is mandated by CHED to be outcomes-based so in extension we make it a point that it is also results-based." (L1553-1559)	The public HEI has standard evaluation forms and they have introduced a results based monitoring. Since instruction is mandated by CHED to be outcomes-based, extension should also be results-based.	

"Another one is the increase of the target to 10% every year and since there is no increase in the budget. So, we have a problem with the funding. We have a limited budget and extension is very expensive. It has no earnings. It is all about giving out of money. In other CSRs there is a return. They will provide you with materials, but those materials are purchased and some are donations coming from the foundation. Their social responsibility is only for media presence. When it is compared to a university, it is really mandated. It is our mandate to be socially responsible to the community because the activities are funded by the government. Even if it is limited we have to deliver." (L1627-1636)	The target increases to 10% every year but there is no corresponding increase in the budget allocation. This is also the main reason why they have a problem with the funding because they have a limited budget and extension is very expensive. Aside from the limited budget, extension activities have no earnings. It is all about giving out of money.	Lack of funding or financial support
"We have a funding taken from the general fund which is the maintenance and other operating expenses and shared among all the units. Every unit has a special trust fund and 10% of it is allocated for extension. This	One of the challenges he encountered in the implementation of their extension services is the ageing faculty. The faculty members do not participate in their extension services because they have reached the maximum points for merit and promotion. This means that faculty members only participate to earn points for merit and promotion.	Benefits to HEI and faculty members Lack of participation of stakeholders

is mandated in all units." (1516-1519)		
"We encounter problems with our ageing faculty. The senior faculty members who are about to retire. They do not engage anymore because they are near to their retirement age. Others do not want to conduct extension because they have reached the maximum points for merit and promotion but we are doing our side to still convince them to engage. I told them that the real professor professes and shares their knowledge, skills and technology. The investment of the government in sending them to trainings and graduate school will be useless if they do not share it with the community and if they cannot mentor the younger generation or faculty." (L1618-1627)	Extension is a big point contributor. Hence, HEIs have to ensure that they meet their target otherwise they will not be entitled to the PBB.	Benefits to HEI and faculty members
"Based on our data for the last three years and even this semester we are above target. We complied with our targets because we ensure that we meet our target for the year	HEIs make sure that the programs they give to the community is sustainable. The main objective is to have a sustainable program that will not only be good	Sustainability of the CSR initiatives or community extension programs

because the whole university will be affected. In performance based bonus, one of the requirements is extension. Extension is a big point contributor." (L1512-1516)	for today but also for the long term. Sstainability is not only done by providing inputs to the people but also by teaching them proper capacity building on managing their own resources.	
"All programs of all colleges should be aligned towards building a sustainable agriculture and fishery." (L1377-1379)		
"Based on our manual we follow the philosophy which states extension teaches people to do things and not a system of doing things for people. In extension we teach or train the people in the community to be independent, to learn specific skills or technology so that after the project has been phased out or after we leave it to them, they are capable of governing and producing for themselves. It is not sustainable to provide only inputs without giving them proper capacity building on managing their own resources. They should be	They always prepare for contingency and they have an intervention. There are so many opportunities or areas for growth in the community extension office.	Sense of responsibility and spirit of volunteerism

totally management capable."(L1421-1428)		
"Our practice is that for every activity, we have lessons learned. Whether it is positive or negative, we discuss and record it. We document everything including what has been done and said and we make it a point that after the meeting we should move forward. We always prepare for contingency. We will have an intervention if we notice that we are about to fail in a certain area. We have a strategy for it. But then, I find it enjoyable working in the extension and community services. There are challenges and opportunities not just financially, but there is also management opportunity. So many areas to grow."(L1666-1674)	Proper documentation and monitoring should be done by the HEIs because these are needed for accreditation purposes. The students are really required to participate in their extension services during accreditation. Extension is not providing materials to the community. Gift giving and feeding program are not counted as extension services. Since the activities are funded by the government, they are mandated to be socially responsible to the community.	Requirement for accreditation Sense of responsibility and spirit of volunteerism Mandated obligation
"So we really have to monitor that our extension services meet our target. This is also needed in accreditation." (L1519-1521)	As one of the quadrology functions of the university, every faculty member is mandated to participate in extension services to develop their instruction	Mixture of a mandated obligation, requirement for accreditation, sense of responsibility and spirit of volunteerism

175

	because everything that they do, may it be on research, instruction or extension is geared towards instruction.	
"During accreditation the students really are required to have participation." (L1495-1496) "Extension is not providing materials to the community. Gift giving and feeding program is not an extension activity. We do not count it as extension. Extension is the transfer of knowledge, skills and attitude from the university towards the community." (L1569-1573) "It is our mandate to be socially responsible to the community because the activities are funded by the government. Even if it is limited we have to deliver." (L1634-1636) "Every faculty is mandated to conduct extension to develop their instruction because everything is geared		

towards instruction. Everything that we do, may it be on research instruction or extension is geared towards improving instruction. Through research we can improve instruction. In extension we improve also our research, extension and production and in production we utilize all the technologies, the transferred knowledge and skills through research, extension and instruction. So, all of these functions interweave in the university." (L1366-1374)		

APPENDIX G
Curriculum Vitae of Researcher

Ma. Abigail T. Calizo-Nolasco

516 Orchids Avenue, Pob. Banga, Aklan

Mobile No.: +639209716229

ma.abigail_nolasco@yahoo.com

AREAS OF SPECIALIZATION

- Human Resource Management
- Business Administration
- Management

AWARDS

2011 Aklan Catholic College Outstanding Employee
December 16, 2011

EDUCATION

	DEGREE	SCHOOL	YEAR GRADUATED
Postgraduate Studies	**Doctor of Management**	UNIVERSITY OF THE VISAYAS Colon St., Cebu City	2020

	(Human Resource Management) CAR		
	Master in Business Administration (MBA)	UNIVERSITY OF SAN AGUSTIN Gen. Luna St., Iloilo City	2013
	Bachelor of Laws (LIB)	UNIVERSITY OF ILOILO Rizal St., Iloilo City	2003
Tertiary	**Bachelor of Science** (Management)	UNIVERSITY OF THE PHILIPPINES IN THE VISAYAS Iloilo City	1999
Secondary		Aklan College Kalibo, Aklan	1995
Primary		Kalibo Pilot Elementary School Kalibo, Aklan	1991
		Northwestern Visayan Colleges Kalibo, Aklan	1985

Details	Issued by
Career Service Professional Examination	Civil Service Commission November 7, 1999 Rating: 84.86%
Career Service Subprofessional Examination	Civil Service Commission June 29, 1997 Rating: 87.89%

WORK EXPERIENCES

Company	Position	Area of Assignment	Year
Aklan Catholic College	Dean / Assistant Professor III	Business Education Department	June 2017 - Present
Aklan Catholic College	Program Coordinator	Master in Business Administration	June 2017 - Present
Aklan Catholic College	Program Coordinator	Bachelor of Science in Business Administration	June 2013 - Present
Aklan Catholic College	College Registrar	Office of the Registrar	June 2013 – May 2017
Aklan Catholic College	Executive Assistant Secretary to the Board of Directors	Board of Directors/Trustees	July 2010-Present
Aklan Catholic College	Secretary	Office of the Graduate School	June 2007 – May 2013
ePLDT Ventus, Inc. Iloilo City	Customer Service Representative	Sales	September 2005-December 2005
Office of the Mayor Tangalan, Aklan	Private Secretary	Office of the Municipal Mayor Tangalan, Aklan	April 2002-June 2002

SKILLS

- Management
- Written and Oral Communication
- Resource Speaker/Facilitator
- Microsoft Office (Word, Excel, Powerpoint)
- Driving
- Typewriting

TESDA CERTIFICATE OF COMPETENCY EARNED

Title	Certificate Number	Issued
FOOD AND BEVERAGE SERVICES NC II	15060402000348	October 01, 2015
TOUR GUIDING SERVICES NC II	16130602086172	May 26, 2016
CUSTOMER SERVICES NC II	16130602086140	May 25, 2016
FRONT OFFICE SERVICES NC II	16130602086156	May 24, 2016

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Name of Organization	Position
Business Management Association of the Philippines (BMAP) Region VI (Western Visayas)	Member
Council of Management Educators and Practitioners of the Philippines (COMEPP)	Member
University of the Philippines Alumni Association – Aklan Chapter	Assistant Secretary (2012 – 2014)
Western Visayas School Registrars Association	Member (2014-2016)
Philippine Association of Institutions for Research, Inc. (PAIR)	Member
Philippine Association for Graduate Education (PAGE)	Regular Member

TRAININGS, SEMINAR, CONFERENCES & CONVENTIONS ATTENDED

Title	Venue	Date
27th Council of Management Educators and Practitioners of the Philippines (COMEPP) National Convention	Summit Circle Hotel, Cebu City	September 29-30, 2017
2017 Philippine Association for Graduate Education (PAGE) 50th Annual National Convention	Centennial Hall, Manila Hotel University of Santo Tomas	September 19-20, 2017 September 21-22, 2017
Meeting of Deans of Higher Education Institutions (HEIs) in Region VI	Amigo Terrace Hotel, Iloilo City	September 14, 2017
Intensive Training Workshop on Writing a Qualitative Research Paper Using Hermeneutics as an Approach	Richmond Hotel, Cebu City	July 27-30, 2017
Economic and Financial Learning Program Financial Education Expo	Sampaguita Garden Resort and Convention Center New Washington, Aklan	October 13, 2016
7th Regional Business Management Association of the Philippines (BMAP) Conference	Hotel del Rio, M.H. Del Pilar St., Iloilo City	September 10, 2016
Advanced Statistical Analysis Using IBM-SPSS Strategic Research and Development Center, Inc.	University of San Carlos Nasipit, Talamban, Cebu City	August 28, 2015
IBM-SPSS Training for Researchers Strategic Research and Development Center, Inc.	University of San Carlos Nasipit, Talamban, Cebu City	August 26-27, 2015

Introduction to Data Collection using IBM-SPSS Data Collection Strategic Research and Development Center, Inc.	University of San Carlos Nasipit, Talamban, Cebu City	August 25, 2015
6th Regional Conference of the BMAP Region VI	Banica Road, Roxa City Capiz	August 20, 2015
Food Safety Handling and Kitchen Management Operation Seminar TESDA-Association of Accredited Assessors and Trainers in TESDA Aklan	Greenwich Kalibo	June 28, 2015
OBE Teaching Strategies, Classroom Tools & QA Mechanism Workshop	ACC, Kalibo Aklan	June 4 & 5, 2015
The Google Education Workshop	ACC Audio Visual Center	June 3, 2015
Updates on Education: Value Formation and Legal Updates on K to 12	ACC, VIBAL	April 11, 2015
Scholarship Forum	TESDA-Region VI Aklan Provincial Office Pook, Kalibo, Aklan	November 25, 2014
Seminar-Workshop on ISTIV-PAP DOLE-Regional Tripartite Wages and Productivity Board No. VI	ACC Kalibo, Aklan	October 2, 2014

"Building Character and Competence towards Personal and Professional Transformation"	ACC Kalibo, Aklan	June 8, 2013

PERSONAL INFORMATION

Age : 40

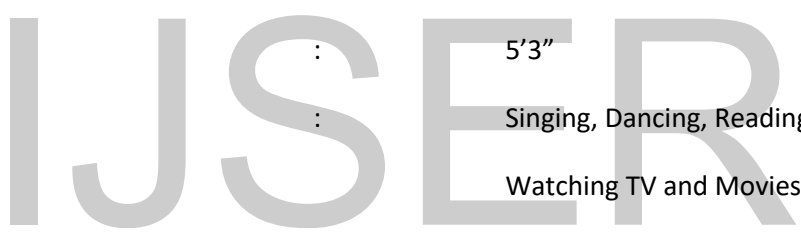**Place of Birth** : Kalibo, Aklan

Nationality : Filipino

Language/Dialect : English, Filipino, Akeanon,

Hiligaynon

Civil Status : Married

Height : 5'3"

Hobbies : Singing, Dancing, Reading,

Watching TV and Movies

APPENDIX H
Curriculum Vitae of Adviser

MARIA FE PLANCO-IMBONG, PhD

PERSONAL PROFILE

E-mail Address : fe_imbong@yahoo.com

fe.realestateproperties@gmail.com

Home Address : Logarta-Imbong Compound

Gun-ob, Lapu-Lapu City

ACADEMIC PROFILE

Post Graduate Doctor of Philosophy in Public Administration

Graduated May, 2013

Dissertation entitled: Situational Analysis of the Urban Informal Settlers in Cebu City.

Graduated with the Honor of "**Benemeritus**"

University of Bohol, Tagbilaran City

Master in Public Administration

Graduated March, 2005

Cebu Normal University

Cebu City

Tertiary St Theresa's College

Bachelor of Science in Commerce Major in Accounting

1978 Cebu City

Awards/Scholarships

1) ABOITIZ SCHOLAR GRANTEE 1976-1978
2) CERTIFICATE OF COMMUNITY SERVICE & INVOLVEMENT
   -For Leadership & Commitment As CESDev Coordinator for UC Commerce &
   -Accountancy CESDev Program For S.Y. 2005-2009.

3) Volunteer's Service Award 2006
4) Volunteer' Service Award 2007
5) Graduated with Benemeritus Award PhD In Public Administration (TOR)

Researcher February 2013 up to October 2013

Team Member DTI Research on LOCAL ECONOMIC
DEVELOPMENT AND COMPETITIVENESS INDEX FOR

CITIES AND MUNICIPALITIES OF CEBU PROVINCE

Team Member DTI Research on LOCAL ECONOMIC
DEVELOPMENT AND COMPETITIVENESS INDEX FOR

CITIES AND MUNICIPALITIES OF BOHOL PROVINCE

Team Member DTI Research on LOCAL ECONOMIC
DEVELOPMENT AND COMPETITIVENESS INDEX FOR

CITIES AND MUNICIPALITIES OF SIQUIJOR PROVINCE

Team Member DTI Research on LOCAL ECONOMIC
DEVELOPMENT AND COMPETITIVENESS INDEX FOR

CITIES AND MUNICIPALITIES OF NEGROS ORIENTAL

Team Member DTI Research on VALIDATION OF
THE STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE CITY OF LAPU-LAPU
Team Member DTI Research on VALIDATION OF THE
STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE CITY OF DANAO
Team Member DTI Research on VALIDATION OF THE
STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE CITY OF MANDAUE
Team Member DTI Research on VALIDATION OF THE
STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE MUNICIPALITY OF MINGLANILLA
Team Member DTI Research on VALIDATION OF THE
STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE CITY OF DUMAGUETE
. Team Member DTI Research on VALIDATION OF THE
STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE CITY OF BAYAWAN
. Team Member DTI Research on VALIDATION OF THE
STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE MUNICIPALITY OF SIQUIJOR
. Team Member DTI Research on VALIDATION OF THE
STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE MUNICIPALITY OF CALAPE
. Team Member DTI Research on VALIDATION OF THE
STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE MUNICIPALITY OF LOON
. Team Member DTI Research on VALIDATION OF THE
STREAMLINING BUSINESS   PERMITS AND LICENSING
SYSTEM PROGRAM FOR THE MUNICIPALITY OF VALENCIA

CHED-ZRC RESEARCHES

GIA 2009 Entitled " Customer Satisfaction in Power Services in Cebu City"
Team Member

GIA 2010 Entitled " Situational Analysis of Micro
Enterprises in the Underground Economy of Cebu City"

Team Leader

CNU RESEARCH

Research Paper on the Development of Small and Medium Enterprises entitled " The Feasibility Study of Business Center and Internet Café"
Lead Researcher (solo)

RAFI FUNDED RESEARCH

Growing up in Cebu: The Well-being, Aspiration and Life Satisfaction of Young Adult in Cebu 2016
Study Leader/ Lead Researcher

Presentation of Research Output:

Presented the Research entitled " Situational Analysis of Selected Micro Enterprises in the Underground Economy of Cebu City" during the

Bi-Annual University Research Forum on February 17 2012 Certificate

signed by CHED ZRC Director Elizabeth M. Remedio, PhD;

Danilo B. Largo, PhD and Fr. Anthony S. Salas, SVD.

Presented the Article entitled " In the Eyes of the Migrant Transportation Drivers of Cebu City: A Socio-economic Perspective" part of the

CHED-ZRC GIA 2010 during the Philippine Population

Association Annual Scientific Conference on Feb 7, 2013

at Quest Hotel, Cebu City signed by Maria Midea M. Kabamalan

President and Francisco M. Largo, Chair Organizing Committee.

APPROVED INTERNATIONAL PRESENTATION:

INTERNATIONAL CONFERENCE IN ACCOUNTING & MANAGEMENT

EDUCATION, RESEARCH AND PRACTICE

(ICAMERP)

Theme: "*Towards a Borderless Business World*"

UNIVERSITY OF THE CORDILLERAS

February 24 to 26, 2014

University of the Cordilleras, Baguio City, Philippines

(with Letter of Acceptance)

SIBR-HK 2014 CONFERENCE (Hong Kong) ON INTERDISCIPLINARY

BUSINESS & ECONOMICS RESEARCH

September 27th - 28th, 2014

Organized By:

Society of Interdisciplinary Business Research (SIBR) and Research & Development Institute of NakhonRatchasimaRajabhat University (RDINRRU).

HEI ACADEMIC EXPERIENCES

University of the Visayas- Graduate School of Business
Coordinator

June 1, 2017 up to the present

University of the Visayas- Graduate School of Business
Graduate School Part time Professor

November 2013 up to June1, 2017

Cebu Doctors University
College of Arts & Sciences

November 2014 up to present

University of San Carlos- School of Business & Economics-BA Department
Full Time Instructor June 2012 up to October 2013

Teaching Legal Research
Teaching Business Research
Teaching Financial Management
Teaching Marketing Management
Teaching Management Fundamentals
Teaching Real Estate Management courses

University of Cebu – Main Campus
2002-2012   SENIOR INSTRUCTOR A